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ABSTRACT

The objectives of the Florida Institute for Correctional Educators are presented. These include: (1) Promote professional growth of correctional educators; (2) Provide opportunity for association with professionals in correctional education; (3) Introduce different perceptions of inmate experiences; (4) Provide insights into leadership skills and means of change; (5) Present problems and possible solutions in correctional education in Florida and nationally; and (6) Introduce several methods of instruction appropriate for adults. At the conclusion of the Institute the participants were asked to express their views as to what the Institute objectives were--in terms of what they learned or achieved. Representative responses include: (1) To bring correctional educators together; (2) To make correctional educators realize where they fit into the total correctional picture; and (3) To give correctional educators some idea of the professional responsibility and professional image they should possess. (CK)

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PROFESSIO OPMENT OF
CORRECTIONAL EDUCATORS

The Florida Institute for Correctional Educators

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and
Franklin M. Semberger
Project Directors

conducted by:
The Florida State University
Department of Adult Education
Tallahassee, Florida

in cooperation with:
The Florida Board of Regents
State Agency for Title 1
Higher Education Act 1965
Mr. Sid Henry, Coordinator of
Federal Sponsored Projects

and

The Florida Division of Corrections
Mr. Louie Wainwright, Director

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THE PROFESSIONAL DEVELOPMENT OF CORRECTIONAL EDUCATORS

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PART I

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PART II

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PART III

OBJECTIVES

A variety of procedures were followed to identify and formulate the objectives of the Institute. The major principle followed was to involve the participants to the fullest extent possible in specifying the educational objectives or outcomes of the Institute.

Overall goals for the Institute were determined on the basis of pre-conference planning sessions with representatives of correctional personnel. On the basis of these broad goals the Institute staff assembled instructional materials, identified human resources, and developed techniques for further need assessment.

The specific instructional objectives of the Institute were determined by the participants as an ongoing learning process. Every effort was made by the staff and team leaders to provide the flexibility required to enable each participant to move toward the goals he felt most pertinent to his own needs and problems.

Following is a comprehensive list of objectives as identified by a representative sample of the participants.

Promote professional growth of correctional educators

Provide opportunity for association with professionals in correctional education--both formal activities and informal activities

Introduce different perceptions of inmate experiences (e.g., films)

Provide insights into leadership skills and means of change

Present problems and possible solutions in correctional education in Florida and nationally

Introduce several methods of instruction appropriate for adults

Present some views, tips, etc., on counseling inmates

Demonstrate motivational techniques appropriate for correctional education

Initiate interest in research

Present a plan for analyzing, evaluating, and improving course content

Present at least one apprcach toward education in social values

Bring classroom teacher, administrator, central office--to a better understanding or greater awareness of problems confronting each

Effectively develop the skills required for the organization of discussion groups

Develop the knowledges required to construct behavioral objectives

Construct a comprehensive course outline associating related information, materials, and devices

Plan counseling sessions across the institutional spectrum

Acquire the research and developmental skills required in designing a program to produce change agents

Learn effective methods of motivating and teaching students

Exchange ideas with other members of the conference

Learn effective methods of organization: (a) in the classroom, (b) among the staff, (c) within the institution

Formulate plans and goals through participation groups: (a) everyone involved, (b) commitment by concensus, (c) each person in the group feels he is an integral part of the program

Provide a chance to stand back and take a new look at existing programs and hopefully improve them

Bring about better communications between departments in the institutions

Develop skills in the development of group interaction and individual participation

Develop the skill of objectifying course and curriculum information

Develop leadership skills

Develop easier communication between the field and the central office administration

Spur the creation of helpful innovation in rehabilitation techniques and programs

Display ideas concerning motivational, rehabilitative, and teaching techniques

Generate ideas and discuss theories concerning attitudinal change techniques

Allow by formal and informal social means the free interchange of ideas and philosophies via the development of friendships and acquaintanceships

Help the central office in formulating short and long range correctional system goals

Present current techniques, philosophies, and research data that would be applicable to teaching in the corrective institution

Build a bridge between theory and practice

Unify and upgrade teachers

Bring some understanding with respect to the total program and problems of the division

Provide the environment for a learning situation

Provide specialized training in program approach

Provide special practices in group participation along a predetermined path.

Provide enrichment programs that are cross-referenced to the main issue of human relations

Provide experiences that will make every person more professional

Provide an opportunity for one to look at himself

Provide an opportunity for one to express his ideas (and in turn perhaps help others)

Acquire the sensitivity required to appreciate and respect all other persons

At the conclusion of the Institute the participants were asked to express their views as to what the Institute objectives were--in terms of what they learned or achieved.

Following are representative responses by participants to the question, "what do you think the objectives of this conference were?"

> The conference objectives were not clear from the start. In the past three weeks, however, I have been able to perceive some methodology in what sometimes appeared to be madness.
>
> The basic objective, I believe, was to bring correctional educators together (that is, a reasonable cross section of educators) to promote certain types of group interaction. These group interaction procedures were, it appeared, aimed at facilitating or reinforcing some type of problem-solving behavior. For the first time some educators were faced with solving or attempting to solve, some basic division (Division of Corrections) problems. This attempt to produce "change agents" was, even though it was not actually stated as such, probably a basic objective.
>
> Another objective, I believe, was to make correctional educators realize, or at least consider, where they fit into the total correctional picture (at the divisional level as well as the institutional level).
>
> The final objective was to give correctional educators, people who are sometimes considered less than qualified personnel, some idea of the professional

responsibility and professional image they should possess and try to foster. This objective was the main reason for the use of such speakers as Dr. Ricks, Dr. Aker, Dr. Jahns and Mr. Dave Endwright.

The objectives of this conference as I perceived them were to introduce us to participation training and to the ideas of the various speakers. Much of the time I felt was devoted equally between matters of interest to us as correctional educators, and to us as employees of an agency that desperately needs change, but violently opposes it. To clarify this, I mean we were introduced to a procedure to bring about change, and were told that we should try and affect this change, while at the same time we were able to listen to the ideas of some of the speakers that dealt only with academic education. Another important objective obviously was to allow us to discuss some of our problems with teachers from other institutions. This probably was the most valuable thing I gained from the Institute. Many of the teachers within the Division of Corrections feel somewhat alienated from the rest of the division and have been reluctant in the past to propose any change or be very innovative in their own classrooms because of this feeling of alienation. The best thing I feel that can come of this Institute, will be for the teachers to return to their institutions and try and bring about the needed programs and changes that are necessary to move corrections forward in the list of public priorities.

The objectives of this conference seemed to be varied and often divergent. Initially the objective seemed to be procedure in handling group work or participation in groups. There was an overtone of content at this stage. The emphasis was placed on the acquisition of effective group procedures. The content or delineation of specific correctional education problems had a progressive emphasis placed on it as the program continued. The presentation of several expert opinions served to impart a limited degree of information with return to correctional education problems.

I think that the major emphasis of the conference was to investigate and evaluate the problems unique to correctional education. This information would seem to be preparation for a formalized program for Florida correctional education. These aspects were avoided in all presentations and often confused the participants. The majority of the participants arrived with specific preconceived ideas and required the sublimation of personal biases.

The teachers in the various correctional institutions were given the chance to better know each other personally. This gave them insight into each other's problems and in turn enabled them to find out about the nature and tasks of the individual educational departments within each institution. And it goes without saying that I found out about the nature of the Division of Corrections much more vividly than I had ever seen before.

I think the conference let more information come to light for the Adult Education Department of Florida State University concerning the problems of a correctional educator in this state. Perhaps another objective is that this conference may lead to something better. It may lead eventually to more direct communication with the power structure in the Division of Corrections. This may come about through the people who attended this conference and their being more vocal, not only to the administration of each Division of Corrections but directly to central office (Division of Corrections). Hence, we have opened up a line of communication with central office and maybe we might be influential in system-wide efforts to improve the penal system.

One basic objective of this conference was to let teachers perform in small groups in a structured way that will no doubt let each individual become more effective in his home institution. These principals could be applied in the classroom or at staff meetings. Each teacher, being given the opportunity to play different roles in their assigned groups, will surely increase his understanding of these roles.

The main objectives for the institute were to raise problems that occur in corrections. These problems may or may not concern education. It is my feeling most questions raised have been discussed before without finding solutions and I don't think we really found solutions this time. I do believe that we did come closer. At least this time we found or were shown methods that do induce change and I feel these methods put into practice will provide for some desired changes.

Another objective was that by bringing our ideas together and adding to these ideas we see areas that need change that were not visible to us before. Before, I was familar only with the problems I had incurred in my specific duties. Being able to converse freely with other participants brought to light others' problems I had not previously been aware of.

Many of the activities in the institute can be adapted to the classroom and perhaps change individuals' attitudes and make learning more effective.

One of the major objectives of the workshop was to help the participant discover his major roles in his work, that of a learning facilitator and that of a change agent. I feel that I, as a result of attending this Institute, see my role more clearly and that I will be more effective in bringing about change, not only in behavioral change within the classroom, but also on a department and institutional level as well at my institution. The emphasis that has been placed on individualizing instruction and therefore humanizing more the total teaching-learning process has been revitalizing to say the least. The role as a learning facilitator, rather than a teacher or giver of information, will make for more effective behavioral changes in my particular situation.

The objectives of this conference were to identify problems--common to Florida correctional educators which can be solved with reasonable efforts. The structure of the course was designed so that problems pertinent to isolated areas, or problems too broad to be solved were secondary to the problems for which solutions can be stated.

Areas of concern specifically identified as education-related and those more particularly related to custody and attitude control were included in the discussions.

One objective of this conference appeared to be to build confidence in the participants--to teach them to openly express their opinions, to take an active part in activities, and to develop self-confidence. In other words, there was an attempt to develop leadership potential.

A second objective seemed to be aimed at making the participants change agents. By instilling in each individual leadership qualities, a desire to bring about change, a knowledge of how to achieve this, and a knowledge of group cooperation, it was hoped that the educators would go back to their institutions and try to bring about reform. Also, by having similar ideas taken to all institutions, there would be a more coordinated push for the same reforms within all institutions up the chain of command. Another objective appeared to be to challenge the learners and to cause them to think. This was demonstrated by McCarty's EMI presentation and Truett Ricks' presentation, both of which drew a lot of criticism from the learner group.

Team work was stressed throughout the conference and appeared to be an objective

Critical evaluation and skill in analyzing people, their behaviors, values, and respect for their opinion was a goal from the beginning.

Developin g counseling skills was also a goal of the institute.

This conference was designed to give us a well-rounded view of the correctional teacher in an institutional setting, to stimulate us to further study and research, to show us how to become more effective as leaders and participants in groups, and to develop an esprit de corps among correctional teachers.

PART IV

PAPERS AND REPORTS

Correctional Education--Past, Present, Future

by
Ellis MacDougall
Director, Georgia State Board of Corrections

Introduction:

Louie Wainwright is very kind to me. He and I are very close friends and I have to say that before I can say anything about him. He has nested down here in the great state of Florida, come up through the ranks, has risen to a place of national prominence, and now is complaining that the press is against him. He knows better than that--he knows that the press is against everybody.

In all seriousness, Louis Wainwright doesn't have to look up to any correctional administrator in this country, and I don't say that because he's a friend of mine--it's true. The press of Florida had better wake up. Florida has moved forward to a place of prominence in corrections that few states in this nation can attribute to themselves, Every time I would try to innovate in South Carolina or Connecticut, I'd come to Florida for a visit and brag about what I was doing. He never said anything to me--he'd just take me on a tour. We'd get to some institution about halfway down the state, and hell, he'd had it going for two years and hadn't told anybody about it.

Florida is certainly one of the top three states in this nation as far as corrections is concerned. It's regrettable that newspapermen, in some instances, have to take the few problems that every system has, whether it's corrections or General Electric, the University of Florida, Florida State University, or any agency--every one of us has problems--multiply the problems and make this be the measure of our system. The measure of a system is not one portion but is the total system, and you can be very proud to be a part of the Florida Division of Corrections and to have as your Director, Louie Wainwright.

The question today in Corrections is "Are We Professional?" I've heard a lot of discussion on what a professional is. I think the best definition was given by an old lawyer who said, "If you commit a crime, do you want to be defended by the guy who sits in front of the courthouse, and there's always a bunch of them. Or do you want to be defended by a lawyer who knows how to operate inside the courthouse?" The way to become a lawyer that operates in the courthouse is training, the process that you're going through today in this Institute and in the next few weeks. I join Louie in congratulating George Aker, who has worked with me for years in the Joint Commission on Correctional Manpower, and Florida State in a cooperative venture between two state agencies to arrange a program such as this.

The Purpose of Corrections:

I've long had a belief (and it may not be original with me), but I've said it so many times, I claim it. People are sent to prison as punishment, not for punishment. They are sent to prison for correction, to be changed. I think we in corrections have three responsibilities. First of all, and foremost, is the protection of society. This is our goal--to protect society. We do this, of course, in many ways in corrections, with fences and bars, guns, dogs, and now even closed-circuit television, and the program I'm going to talk about a little bit later on--the computer. Even the computer has a place in security and institutions.

Second of all, we have a responsibility to employ inmates. If we have people in prison, let's occupy them. Last but not least, we have our responsibility for the rehabilitation and correction of people in prison. I respectfully point out to you that even as professionals, 98 percent of the people we receive in prison someday get out, so that if we operate prisons that don't change people, we don't protect society. Honestly, in this nation we've operated two types of prisons--the deep freeze and the warehouse. The deep freeze is like the deep freeze in your kitchen. You buy a chicken at the market, you take it home, put it in and close the door. Sis months later you take it out and it's exactly the same as it was when it went in. Or the warehouse--the large instituion like Reidsville, Georgia, where you jam them in. Like pieces of furniture, they rub against everybody else, and when they come out, they're worse than when they went in.

Perspectives:

There are a lot of beliefs about the treatment of prisoners in this nation. A lot of people still have the belief that the only approach is the punitive approach. Be tough with them. Well, I honestly can say now that in at least two states--Connecticut and Georgia--that this approach is not effective. The cities of New Haven and Hartford and the state of Georgia, merely by having tough prisons, ought not to have any recidivism, because there are no tougher prisons or jails in the country than exist in these two states. And if just being in a tough prison stops a criminal, then there should be no recidivism in these two states. There's one man in this country whom Louis and I and Vern have known over the years--Joe Ragan. If any one man should have taken a totally punitive approach to the criminal, as a professional corrections person, it would be Joe Ragan. For 33 years Joe was warden of the world's toughest penitentiary --Joliet-Statesville. For fifteen years before that, he was a sheriff in Illinois. You would think that this background, dealing with 4,000 convicts out of the city of Chicago, plus the fifteen years as a sheriff with criminal jurisdiction, would make Joe take the punitive approach. But Joe says that when a man breaks the laws of these United States, he loses his most precious possession--his freedom. But even God has not given us the right to take away his rights as a human being.

I made a speech like this several years ago, and I went to the Library of the University of South Carolina. I found an article from the New York Times. It described the speech that the Governor of New York was making to his Legislature. It said something to the effect that the Governor told the Legislature, "Ladies and gentlemen of this Legislature, New York's prisons must go through sweeping innovations so that they can change people into useful citizens."

The Governor of New York went on to talk about two nations in this world that had done outstanding things in the treatment of the criminal. The Governor said, "I'd like to call your attention to two nations who have done innovative things in the treatment of prisoners. One is Russia. In Russia today, they have vocational training in the prisons. When a man walks in, they teach him a trade that he can use for the state upon his release. They allow the man to leave in the morning, work for the state during the day, and come back to the prison at night. And in Mexico today, they treat the whole family, not just the prisoner. They have indefinite sentences, where they keep the man in prison until a team of human behavior scientists, psychiatrists, and law enforcement officers feel that he is safe to return to society." And the interesting thing is that the man's name was Franklin Delano Roosevelt, and the year was 1929. Still in this nation we have prisons without work release, without basic education, without vocational training, without meaningful treatment programs as far as the families of inmates are concerned.

A lot of people are running around at this point and saying that corrections doesn't work. I totally disagree with them. I think corrections will work, but we've never had a chance to prove whether we can make it work or not. It's only been in the past five years that we've had the opportunity of having funds for teachers like yourselves. Five years ago a farmer could take his hog to the local agriculture station to find out what was wrong with it; this was paid for with federal money, but we in prison work couldn't get dollars to hire teachers or diagnostic technicians for our institutions. Consequently, the jails and prisons of this nation have done the same thing that our industrial plants have done.

I'm concerned about air pollution because I'm an asthmatic. It's hard enough to breathe as it is. I'm concerned about the pollution of our streams because I enjoy fishing and water skiing. I'm concerned about noise pollution because I'm not really a rock fan. But I think this nation at this time should be just as concerned about human pollution--the pollution of our institutions, called jails and prisons, have poured into our communities that have done just as much to pollute our communities as industrial plants have done to pollute our streams.

We professionals in corrections must now start looking for leadership to do something to change this picture. We have a lot of people running around interested in doing something about cleaning up the streets and the streams, but not enough people are concerened enough yet about the human pollution that makes our communities and streets unsafe to start demanding that something be done.

I challenge you today that the real leadership, consequently, must come from those of us in corrections. We must give leadership for the protection of our communities to try to do something about the human pollution problem. The kind of leadership I'm talking about is making communities aware of their crime problem and doing something to make ourselves more professional, doing something about the institutions we work in to make them more professional, to stop them from being an industrial plant that pollutes our community.

Innovations:

I'd like to talk for a few minutes about some areas of innovation--our jails. The jails in this nation are the biggest polluters of our prisons. We allow jails to operate on a local, political basis without any goal orientation. Consequently, we ignore all the basic principles in the operation of jails. Let's look at civil rights for a minute. For a long time I got upset when somebody with long hair and a beard started yelling at me about civil rights, but in my experience in Connecticut in operating the jails, I began to realize what some people were talking about were responsible civil libertarians.

Smith and Jones get arrested for the same crime. Smith has a buck so he get out on bail. Jones doesn't so he has to stay in jail. Smith, consequently, can see his lawyer any time he wants to. Jones has to hope and pray that his court-appointed lawyer will see him. In the studies we did in jails, lawyers damn seldom come to the jail to see their clients. Part of it is the jail design itself. Once you get to the jail, it takes so damn long to see your client, plus there's no place that you can have a decent interview, that lawyers are discouraged from even going there. Smith can get out and go to see his witnesses. They help him with his case. Jones can't. He's in jail. Smith can see his wife any time he wants to so that he can help her get things done to help him solve his problem. Jones can't--he's in jail.

Smith can get any amount of mail he wants or write as many people as he wants to help with his case. Jones can't--he's in jail. He's limited to one letter a day.

Here are two men who have committed the same crime. Because one has money and one doesn't, one's going to prison when he doesn't have to and one's going onto the street when he probably ought to go to prison, simply because he had a buck and that's not civil rights. Our civil rights in this country say that everybody's innocent until proven guilty, but we've already said this man's guilty and we've started punishing him. This is because of the design and operation of jails in this country.

How many counties in this country release on their own recognizance? Studies in New York City have proved that 98 percent of the people you release under a certain profile show up for court without bail. Beginning with the Bobby Seale case in Connecticut, I tried to demonstrate to the court that because Bobby Seale was trying to organize confrontation in the jail, we had to be concerned about these same prisoners going to the prisons and starting confrontations there. We had Yale University Law School do a study at the jail. Only four percent of the people who were in jail ever got to prison. Now we kept these people in jail three months, six months, and up to a year sometimes. They were separated from their jobs and their families. We put their families on welfare and it costs us about $5,000 a year each to keep them in jail, plus the welfare costs. Even saying nothing about being a civil libertarian, I think everybody's interested in how much money it takes for us to run the government.

The diagnostic process ought to start in jail. If we determine that this man cannot be released on his own recognizance that he has to be detained, why wait until the verdict is taken up six months later to do something about his diagnosis? If we were to start immediately with the diagnostic process with the inmate in that jail, we might be able to divert some of them out of the criminal justice system altogether. For example, as part of that diagnostic team at a jail, there's a vocational rehabilitation officer and an employment security placement officer, and they look at this guy and say, "Hey, we can get that guy in school.

That's the only thing that's wrong with him. He's not a psychopathic killer or criminal. He's just in a cycle of failure and needs an education." And then the probation officer can go to the court and say, "We've got another program for this guy. We recommend you set aside his crime and release him under his own recognizance to go into this program. If he fails. we'll bring him back. If he doesn't, we'll set the crime aside and finale it altogether." It's time that we stop having a third police department called the probation department, because all we've had running around this country is a bunch of extra cops with a college education and guns on their hips. It's time probation people become treatment people.

At a recent program in Richmond, Virgina, with probation officers, when we sat down and actually took their time and figured out what they did with it, we discovered only ten percent of their total time was spent dealing with inmates. Twenty percent of their time was spent sitting in court. I finally got them to admit that they got the judge coffee because he needed a cup of coffee once in a while. When the water jug was empty, they got that done. If a lawyer wasn't in court, they'd run find the lawyer. If the judge needed another case file or book, they'd run do that, or maybe they'd talk to a newspaper reporter. But when they really got down to it, they only spent ten percent of their time treating people.

If probation officers are going to be to the ill prisoner what medicine is to a sick person, that prisoner is not going to get better when he doesn't have the treatment facility, or the medicine of the probation officer. Our probation and parole people jam together, federal, city, and state. You know what happens--we have separate probation departments and they all have separate offices, usually in the courthouse, and they follow each other up and down the road doing the same thing. We talk about the cost of crime. Why not put them all together in one community treatment center, both federal and state, both probation and parole? Set up paraprofessionals for the judge and don't have probation officers and college-trained counselors doing pre-sentence investigation. Get a paraprofessional who can go into the inner city and get information about cases. Find new ways to do pre-sentence investigations. Find out what the information in pre-sentence investigations is that we don't even use in corrections and why it's gathered. Put those men into a community treatment center that also includes a psychologist, psychiatrist, and education program, and beds. A center where some probationers and parolees are required to come and stay at night while others are allowed weekend furloughs. Other probationers and parolees could be allowed to be on their job, but would be required to report one night a week for group therapy--treating the individual with the competent tools in one center to do it--an amalgamation of talent, equipment, and materials. This I recommend, rather than having probation and parole officers sitting in courthouses being aides and flunkies to the judges. I told the judges this--both state and federal--so I'm not talking behind their backs.

Institutions--totally redesign them. In Reidsville there are 2,700 men jammed into an institution designed only for 1,300 and I'm sure Raiford figures are probably three times that, from what I've heard. Redesign institutions for specific problems. Let's take the long-term, hard-core criminal. Let's go out into the middle of an isolated area and build a great big fence about a mile from the center point and patrol that fence, both electronically and with personnel, so that nobody's going to get over. Then inside that fence develop an institution as close to our normal community as we can--and put that long-term, hard-core, untreatable prisoner in there and say to him, "John, we don't know when you're ever going to get out, but we're going to deal with you in this community as much as you'll let us." Have a token economy system built into that type of prison system, but design it strictly for that purpose. Never build a prison again with more than 600 capacity, and never build a prison again with dormitories in it. Then security--there are new innovations coming in the near future, I think, that will enable us to put people to sleep with sound, rather than having to do it with weapons, Mace, nightsticks, or what-have-you. Just go in with that sound machine and put everybody who's demonstrating in that cell or that block to sleep.

It really happened, that's the truth, in a laboratory in this country. Two scientists were mixing a batch of medicine. They weren't even working on a sleep inducer but all of a sudden somebody walked in there and the two guys were fast asleep on the floor.

The fumes from that batch of medicine had put them to sleep. They slept for two days. These innovations are with us, and we can use them in the future. The closed-circuit television--I had a sitdown strike in the Hartford jail about a year ago. Instead of having to go into the block to see what was going on to make a determination of what I was going to do, or any warden or top official, we were instead able to sit in the office and watch the strike on closed-circuit television. We tape-recorded the whole thing. About three months later one of the prisoners who was the leader of that demonstration met me at the prison and said, "What did you take my good time for?" I said, "Man, you know why I took your good time. You were a leader in that jail demonstration." "Not me!" I said, "Now, wait a minute. Remember that television camera we have in that block?" "Yes, sir." I said, "Friend, attached to that camera is a videotape recorder. Now if you open your mouth one more time, I'm not only going to take your good time, I'm going to proscecute you for that and when we go to court, I'm going to show the judge the whole film". He said, "Forget it."

We started using another tool. In many situations, we have to use force in prisons. We deal with some very obstreperous prisoners. From time to time, force has to be used. But to protect us, we bought four portable video-tape recorders. Whenever one of those situations developed, an offiecer with a video-tape recorder went in and video-taped the whole thing. We get both sight and sound so that when the family or the civil rights lawyer go into court and say, "What did you beat that guy up for?" We not only let them hear it, but we also let them see it, thus allowing them to visually know we used only the necessary amount of force. Why not in a prison use a computer like a police department does for automobile accidents? You can go to any leading police department in this country and they can show you, at what corner,and at what time of day, they have the most accidents. As a result, that area is patrolled most heavily. In a large institution, why not do the same thing with discipline? Put all the discipline cases on a computer and thus be able to determine where, why, and how a discipline case takes place. Consequently, patrol that in a different way. I'll talk more on that later.

Treatment in corrections, I'm thoroughly convinced, has made a terrible mistake. The direction corrections has taken over the past years has made everybody in an institution a treatment person.

An example would be giving an officer a shotgun who earlier counseled an inmate, and then having him remark, "Now you guys stay back. All right, I'll shoot." Bang! Later, when he sees Jim, that he filled with buckshot the night before, he says, "Now, Jim, I want you to understand why I shot you last night. Let's counsel about that, Jim. I'm sorry; is your backside sore?" I'm thoroughly convinced that we've made a mistake. We've tried to make our correctional officers--some of them--what they can't be. I think the direction Georgia Corrections is going to take is that we're going to organize a police department within our prisons, and they're going to be the cops. The mistake, previously, is that we haven't trained them one way or the other, but this new group of employees are going to be the police department and, as such, are going to be trained like cops.

We have a police responsibility inside our prisons. We have murders, rapes, thefts, forgeries--you name it, but we've never trained anybody in our corrections department to be cops, to deal with that part of our community, and that kind of problem. I'm convinced that we have to take a certain group of officers, give them a badge, the uniform of a cop, and we give them a very definite responsibility. They do the investigations and we train them to do it as far as internal intelligence is concerned. In Connecticut we had all the radicals coming in (we had the Mafia). I'm not supposed to call them that any more, am I? Besides the organized criminals we had every other kind. We had all of our guards unionized and they had a stronger inmate code than the inmates. You don't rat on a fellow brother in the union even though he's bringing dope in.

We were finding out that we had to develop all our intelligence information from outside the prison. We weren't getting any from inside because we'd never developed an internal intelligence system. There was no unit in our prison that was trained in a community for intelligence. There was no system and I couldn't find a prison in the country that had one. We did it by the old methods--we had informers, we heard something here, but nobody really put it together. No man in the system was a police intelligence officer responsible for intelligence and information, gathering it together, interpreting it, relating to the administration what they could expect, and from whom, and how things were operating. So I believe that one system we have to develop in prisions is cops.

The rest of the employees, which is the majority, are correctional officers, and have to be diverted into the treatment system. The police department doesn't have to be the large majority that it is now. For example, the cell block officers don't have to be cops. In fact, I think it's destructive for them to be cops. A cell block officer has a different identity--that of being a junior counselor, a virtual treatment officer. His job isn't to shake down cells; instead, he should send for the police department. His job is that of apartment manager. If he has trouble in his apartment, he sends for the police department. They come in and do the job. The cell block officer leaves the block and goes back to the hall. He's not constantly there, grating against what he's done.

Treatment

Today we take a cell block officer and make him a shake-down man. That inmate comes back and all his stuff is messed up, and he's got it in for that officer in that block. But if the police, instead, did it as part of their patrol duty, I think tension would be reduced. To balance that, set up treatment teams, so that every cell block, every living area, has a treatment team. This team is made up of a correctional counselor and what I call a correctional treatment officer. This is a correctional officer who has gone back for two years training, and who's gotten specific training in counseling. There are three other people on that team who are not assigned to that block, but are from the rest of the prision system; a teacher, vocational training instructor, the other might be a nurse, a clerk, or somebody else from the system. These people are responsible for the full activity of that block, and I see them doing some different things.

Number 1--communication. Right now, if a prisoner has a problem and he can't get to the warden, he writes to the director. When he writes us, it might take a couple of weeks for us to get the mail and do something about it. He needs an answer now. The warden's out front--he can't get to him.

Maybe the counselor's got a caseload, but he's too busy with other guys in other parts of the prison, or maybe this is his day off. But with a treatment team, there's five people. He can get to one of those five, and find one he can relate to. He may not relate to the counselor. Maybe it's the shop foreman he relates to, but he'll relate to one member of that team.

The other problem that we face today is the brutal officer, the racist officer, or the officer that's crooked. Right now, when we have an officer assigned to a cell block, and we get information from an inmate about the officer, we either have to take that inmate's word against the officer or the officer's word against the inmate. But with this treatment team in there, they're going to say, "Hey, warden, get this character out of here. He's bad news. We've got our block going well, it's well organized, and everything's going good, and this guy is causing problems in here." Then, concerning their relationship on a communications basis or a counseling basis, they not only counsel individually, but they group-counsel. They have the whole block. Not always an individual, but one in a relationship with everybody else.

Two other important things I see the treatment team doing--first, spreading the professional services that we have. The team has a problem with an inmate--if it's too deep for them to handle, they can call on a psychologist or psychiatrist, either for advice on how to handle the case, or they can call on him for actual consultation. But the most important thing that I see is constant reclassification. Many prison systems in this country brag that they reclassify at three months, six months, or a year. With this system, he's reclassified every night. If he has a problem at school, at work, or in discipline, it's reported to the team that night, and the team takes action right away to find out what's wrong, what has to be adjusted. If they can't handle it, it's moved along to the warden. Our job is broad in scope.

In the area of education, we must broaden everything. It's hard for me to talk in Florida, because Florida is such a leader in education, but I wonder whether you've really thought about your responsibility in social education. As a teacher, where do you start, and where do you leave off, as far as teaching A's and B's and 1 and 2's, or in the relationship of everybody in that class to everybody else? In having a good milieu in that class, how do you improve the ability of an inmate to learn? For example, in one institution, we had programs on videotape--crisis situations, social crisis situations, which the group would look at. Then they'd have a discussion on what they thought was wrong or how it could have been done differently, and that was also videotaped. Thus, after the discussion, they sat back and watched themselves discussing the crisis situation, observing how they react to crisis.

I think it's well pointed out that just teaching a person to read and write is not going to stop his criminal pattern. I see, with future innovations in prision education, that every cell can be a teaching carrel. Every cell can be a learning laboratory by putting closed-circuit television into every cell, a library of teaching machines that an inmate can check out, or a telephone system that he can dial in to for a specific program that evening. The number of hours that inmates are locked up are, in most cases, pretty useless right now. But with this type of technique, we can implement learning opportunities in every cell.

Corrections must extend the usage of psychotherapy, group therapy, treating and programming individuals, determining how long a sentence a man has, trying to influence parole boards to the point that they will sign social contracts with us. By doing these things, we in corrections can say to an inmate, "This is what our diagnostic process indicates must be done to change you. If you achieve these specific things, we can practically guarantee you a parole." Of course, that's going to take a lot of growing up on some parole boards' parts.

Training and In-Service Development of Staff

Training for employees--constant training and retraining programs for employees. In Connecticut, we looked for a training academy--looked at some old office buildings and schools. Finally, we thought about an old jail we had that wasn't being used. We took this jail and made it into a training academy. It's a 150-year old jail, but its condition was excellent inside it. Unfortunately, it wasn't economical for us to operate, so we closed it. We started using it as our training academy.

We had two types of training programs going on at that time. One was for the new employee, who had to take four weeks of mandatory training before he reported to work, and the line employee, whom we sent back for retraining. We started on the captains and lieutenants. The difference with their program was that during the two or three weeks they participated, they had to live in cells. That was the only dormitory they had. Their first day and a half's experience was that of a prisoner. They were brought in, stripped, shaken down, showered, fingerprinted, photographed, dusted, given a uniform, and put in a cell--just as efficiently and coldly as possible. One of the old captains that went through the training was from the reformatory. We asked the employees at the end of the two-week training program what was the most interesting and provocative thing to them. The old captain came up and said, "Well, I'll tell you something. If a convict ever asks me for an aspirin again, he's going to get it right then!" I said, "What do you mean, Captain?" He said, "They took and stripped me naked, took away all my clothes, fingerprinted and photographed me, gave me a uniform, and threw me in that cell. I sat there and said, "Well, I can take this. They ain't going to scare me with this. I've been in prison work 18 years. My God, the floor's cold, isn't it?" (We hadn't given them any shoes or socks.) Then he said, "I started getting a headache, and there wasn't a medicine cabinet there. So I thought I'd ask the guard. I went up to the bars and said, "Hey, officer!" I did that about four times, and all of a sudden, someone on the first tier yelled, "Hey, you on the third. Shut up!" I said, "My God! All I want is an aspirin!" The Captain continued, "I began to realize the number of times I'd ignored a prisoner when he needed an aspirin, and what a frustrating thing it was to be in that situation where you couldn't control what you needed."

To train people to understand cultural differences in our institutions, we use the closed-circuit videotape system. We had a trained employee from our Hartford jail. This man was excellent. He was a black man. We'd take him down to the prison, and before we got there we'd dress him in a prisoner's uniform, march him in there, and sit him at the table. We'd take our new employees and say to them, "All right, run an orientation program with him." An employee would go in there, take the forms, and sit down. (We'd video-tape this whole thing.) He'd say, "What is your name?"

"John Jones."
"All right. Where are your from?"
"Hartford, Connecticut."
"What are you in here for?"
"It's none of your business, you damn honky!"
"Now, man, don't talk like that."
"You ain't gonna tell me nothing."

Boy, he was beautiful. This guy would bait the interviewer, then he'd fall back and "sir" him a couple of times, so the other guy would think he had control. Just about the time he'd think that, our man would say "What do you really want, you honky?" They really got rough. Then the interviewer would go back and watch himself on videotape--handle this confrontation. Then, realizing that this guy was an employee, he tried again, learning to keep his cool under tension and stress.

Training is the basis of what we're doing today, and then, of course, research. Why do we do it? Is it wasting money? Can we prove that we spend money usefully? A lot of things I've talked to you about today are your responsibility. Our system has failed because it's been fragmented. Everybody's wanted to go their own way. Cops want to do their thing, courts want to do theirs, corrections want to do theirs, and we've broken down. Juvenile doesn't want to have anything to do with the Adult Division. The probation officer is assigned to the Court and doesn't want to get mixed up with corrections. Institutions want to do their thing, and the parole officers don't want to become part of the institution program. They think they have to maintain their stature.

The chairman of the Parole Board in Georgia told me he can't tell prisioners why he turns them down for parole because it's the law that his files are secret. By damn, I'm going to make him start telling them some way or another, even if I have to blast him in the same newspaper I get blasted in. Your first responsibility is to the inmate, but do something to change him, to meet that responsibility--to protect society. I don't know about you, but I get scared every time I read that one of our ex-offenders has killed or raped somebody, and I wonder to myself if there was something we hadn't done that we should have done that might have stopped that, that might have saved that person's life, or the dignity of that person, or that person himself. Your responsibility is to constantly try with the inmate, not to give up, not to turn your back, not to quit, to keep working, even when he is recalcitrant. When he cusses you out, that's the time to go back and keep working with that man.

You have a responsibility to the other staff members of the prison to interpret to them what your job is and the important part they play in the correctional picture. Don't tell me about the old guards that you can't do anything with--that's not true. In 1954, I walked into a prison in

Simpsonville, South Carolina, that was a chain gang camp. There were chains, stripes, wood buildings, tin roofs, no eating facilities, dirt; you name it. On the porch of the guard building was a 68-year old man leaning on a cane with a .38 strung to his hip. This is a true story. His name was B. Z. Ridgeway. I walked into that camp, and I said, "Good morning, Sir." I was 26. I said, "My name is MacDougall. I'm going to be the new superintendent here." He said, "Yeah, you're the young fella who's going to come down here--wastes all the taxpayers' money. You can't do anything with these sonsabitches!" I said, "Now, Mr. B.Z., I don't know about that, but we're going to try."

The first day of July, I took over. We didn't put anybody out on the road that day. We cleaned up that camp--it took a 55-gallon drum of disinfectant to do it. We emptied buildings, putting back only clean bedding and mattresses. We never had to talk to those inmates again about keeping clean. We took the chains off everybody, and got rid of the chain gang that afternoon. B. Z. just stood there and shook his head.

Then we started organizing, having meetings every morning--the officers and inmates laying out what they had to do, communicating, making them feel that they were an important part of what we were doing. B.Z. was very important--"Mr. B.Z., now today you're going to do this and it's important that you do a good job at that." Then when he came in, "B.Z., I saw that and it was great!"

Six months later, we took the guns away from him. "You need that gun any more?" "No sir, I don't have any trouble with these boys anymore." Then we transferred those men away and brought the youthful offenders in. This camp was to become a youthful offender institution. In six months, B.Z. was my best officer. "Mr. Mac, let me carry these boys to the ball game tonight." Any difficult prisoner we'd give to B.Z. The inmates respected him and he began to respect himself, which hasn't happened in a lot of programs.

We've forgotten a lot of people who are line employees, who have done the job year in and year out, when you and I were in college, or other professions. These men were holding the front line of corrections. They have a lot of knowledge that we can tap. They have a lot of ability that can be directed and be very useful in the total scene of corrections, and it's up to professionals like us to start learning from them, to begin tapping their capabilities to do the job better.

Public Relations

Then there's your job as a public relations person. Sell your department and the correctional program. Louie Wainwright can't do this job by himself--no one man runs a prison system. If a prison system works--everybody in that system's responsible for it. If that prison system fails, everybody's responsible for it. If you're having bad press, maybe it's because every person in that system isn't doing his bit as far as improving the image. Talk to your neighbors, talk to the clubs you belong to about what corrections really is--that's a responsibility you have as a professional correctional person. You should be a public relations person for your system--selling the idea that corrections protects people, that corrections is an important job in society and the state of Florida.

Opportunities and Challenges

Dream a little. The best ideas in corrections can come from you. You might have ideas as you go through your daily responsibilities about how we can do our job better. I know Louie has had the same experience I have. Some of the best programs we've been able to develop in correctional institutions have come from line employees, who have said, "You know, I think you can do this better." We need people who dream. In fact, our research departments should have 15 percent of their time to do nothing but dream, to look at our problems and find solutions. You're out there on the front line, and you ought to be dreaming, passing along ideas no matter how foolish they might be, or how outlandish you might think they are. If you get them to the administrative level, they may put them together with other things they're trying to do, which will bring solutions that nobody's ever thought about. This is a time to dream.

Prisons are highways, not dead ends. Whether they become real highways, or whether they become dead-end streets for our whole society is up to you. Whether or not the people we send out pollute society or make our streets unsafe for your family and mine and our neighbors is up to you. Prisons have to be highways to new futures, and you and I are signposts along that road. Whether we do our job right as professionals is going to determine whether the society of the future is safe. The question you must ask yourself when you make decisions and carry out your responsibility for your prision, and your job, is "Am I acting like a professional? Am I moving my system forward? Am I carrying out all my responsibilities as a correctional person?"

The Uniqueness of the Prison Inmate

by

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In the general field of the helping professions, including welfare, mental health, marriage counseling, and corrections, the clients have to receive assistance, control, or some sort of guidance from governmental authority. The correctional client differs from everyone else. This has implications in all correctional programs. It has implications for everyone who works in this field. This is one of the reasons, I suspect, that Mr. Semberger suggested that this topic be discussed.

Welfare clients may be inadequate--they may be like the rest of us--they can't manage our budget. The cost of living is up considerably. These clients can't hold up their end in a competitive economic.system. As a consequence, welfare programs exist. These clients are compliant, generally. A welfare client who will break up the office, like something that happened in New York a couple of years ago, but these occasions are rare. Generally, the welfare client is one who wants to get along. The mental health client who is psychiatric has problems in terms of where he puts his aggression or being overwhelmed by society and, generally, he is there, and gets along. He has to be treated from the outside as best we can while he is "skipping through the glen with the elves". The mental hygiene clinic patient, however, is generally a neurotic component type, anxiety-motivated enough so that he will go in under that sign. He may look both ways first, but he will go in under that sign, "Mental Health Clinic", to get counseling and help.

On the other hand, the correctional client was dragged there, if necessary! He will come even if he has to be dragged or carried, and he does not want to be there. He resists. He acts out sometimes the same problems expressed differently in the other clients. But this separates him from the others. The fact is that acting-out separates the correctional client from all other clients, because the acting out damages society. The other people do not damage society. Generally compliant, they have internalized their hostilities, damaged themselves, or they're "skipping through the glen with the elves". The correctional client is closer to reality and more hostile than any other client.

The correctional client damages society, and that sets up a whole new arena-- a whole new attitude as to how society will respond to his behavior. When a fellow is just "skipping through the glen", the men in white coats take him away for treatment. When this same person has damaged society, however, commentators like Paul Harvey say he should be hung from the chandelier. A different response is elicited. Consequently, correctional workers have to handle that response and, at the same time, work with clients, which makes a double problem. The psychiatrist working with a mental health patient, the welfare worker concerned with economic relief or income maintenance, does not have this problem of interpretation to the public. So correctional people are in a new ball game. It is harder to work with the public than with the inmates, particularly if the work is in a juvenile school where somebody leaves the keys in their car and a kid (client) goes off with the car or tramples somebody's petunia bed.

Leaving the public relations field the correctional worker is concerned with his client. How is he different? When interpreting human behavior, particularly the area of corrections, one has to answer two questions: (1) How stressful is the situation? (2) How stable is the personality bearing that stress? Here interactions have to be assessed in terms of personality, society, and the culture in which he lives.

Repeating, clients in the correctional setting are acting out disorders. They are people who do not internalize their hostility. How many inmates have ulcers? There are not as many in prison as there are in the Rotary Club. Prisoners have not internalized their hostility. They act it out. This is one phenomenon that correctional workers have to be able to handle. Acting-out behavior may be compensatory or they over-react and become bullies because they feel inadequate. They act agressively because they have to show their manhood. It may be reactive in response to a feeling of being picked on, a minority group, or any other of a series of dynamics that produce acting-out behavior.

In terms of education and intelligence, a pattern emerges. All the studies since 1926 when Murchison published his book, Crime and Intelligence, have indicated that there is no relationship on the full spectrum between intelligence and criminal behavior. Prior to 1926, the literature indicated that the offender was feeble-minded (Goddard). However, present studies indicate that the intelligence of inmates is equivalent to that of the population from which they are drawn. Yet, they are measured in terms of academic achievement, they are retarded generally at least three grades. They drop out of school in the eighth, **month and tenth** grades. The general public over age 25 has completed the 11th grade. Inmates are three years retarded, on the average, both in completion of the grade and in retention. They are people with intelligence equal to that outside, but they do not achieve. What does this mean? It does not mean simply that they are three grades retarded. Education is just the easiest thing to measure--the only thing, really, on which an objective measure can be obtained. But he is retarded across the board, in terms of his socialization process, assimilation of the culture, and value system. What is wrong with that? Retarded across the board, in terms of internalization of values, moral judgment, this was shown objectively in a study done in Ohio. An education is the only thing that can be measured everywhere, and that is why we focus on education. Education is only an index. There is equivalent intelligence in the inmate population and outside, but the inmate population is three grades retarded across the board.

Let us look at high-school dropouts. Every year there are five-and-a-half million high-school graduates. There are 2,750,000 dropouts. The majority of those dropouts are not in prison and never will be. The majority of prisoners, on the other hand, are dropouts, or kickouts. This means that there is something more--assimilation of the culture in that sense--that makes the correctional client different from other clients in other areas of the welfare system. The correctional field can be referred to as a welfare system, because it is concerned with clients who need the control, the assistance, the attention of governmental agencies, whether welfare, corrections, or whatever. As you know, they are all in the same department in Florida.

In order to understand the behavior, it is necessary to understand personality, society, and culture. They all enter into the criminogenic process. We are talking about clinical groups or, if not clinical groups, at least normal development with people in stress who do not have the responding mechanisms to stay out of jail. There are others who are really sick people who spill over into the correctional caseload. Society encompasses all this interaction between people, which is quite important.

Some experiments were done at the University of Florida a few years ago by Allee and his collaborators. He put a one-way mirror into a chicken house and tagged all these chickens in the flock. After observation of the flock, he found that there was a social organization. This social organization must be basically organic, like the rat-runners in the Psychology Department who interpret human behavior, value systems, etc., which are superimposed on that basic behavior to make human behavior. Allee found that Chicken A pecked everybody and nobody pecked him. He found that Chicken B pecked everybody but A, and A pecked him. Chicken C pecked everybody except A and B, and they pecked him, and on down until the end of the flock was reached. This type of pecking order exists everywhere. If you do not believe it, look at deans and heads of departments in the university around budget time. Look at your own organization or even at your own family. Look at the legislature. There are heavyweights and lightweights. Where I went to school, we used to work out the pecking order at recess. When a new kid came to town, they had to find out where he fit. This is part of all society. The correctional client generally winds up at the bottom of the pecking order.

Some people relate on the basis of power and powerlessness. If one's not influential in changing the social structure, he may rebel against it in a variety of ways. If he's socialized, he might just demonstrate or let his hair grow long. If he is aggressive, he may rebel against it. He may invert his values because in this competitive society, there is only one who is going to win any race. The political maneuvering when we get nominations for President and then for Vice President are graphic. "I'm not going to trade my vote for a gavel." Remember that one? More frustration occurs when you come in second, third, fourth, fifth, and sixth. Finally, there are the ones who can't keep up. They invent their values to protect themselves.

Their heroes become Baby Face Nelson, Pretty Boy Floyd, Killer Burke, all of whom go in the other direction. Who is the good guy and who is the bad guy--Robin Hood or the sheriff? There is a group that has a self-concept going the other way --the result of their place in the power structure, the pecking order. They tattoo it on their chests and arms--"Born to Lose". They are not supported by authority; they are harassed by it. Outside, the police--inside, the prison, the custodial force, or anyone adsociated with authority. The only common denominator among all prisoners, all offenders, is conflict with authority. They are "born to lose". It does not take much growing up in the formative stages to get that concept pretty well ingrained so that he always starts with a chip on his shoulder with attitudes and equipment to equalize things.

In normal behavior, for every taboo in our culture, there is a built-in outlet, like burlycues and Playboy and those $200 girls down on Miami Beach to whom you are going to teach health. There's a dance Saturday night, so you can hold her to music. What you've done is not to change the object, but you change the means by which gratification is achieved. That's sublimation. Substitution is where you forget it and go down to Miami Beach. The other real taboo is aggression. When I'm in New York, I'm at Madison Square Garden at ringside. I want to see mouth pieces fly--I don't want to see any Arthur Murray dancing lessons. I can sit here safely and watch these guys fight. This is one of the sublimations. In the inmate group, there are fewer people who can adequately use these defense mechanisms--these ways out of stress.

Let us give an example. Remember William Heirens? He killed those girls in Chicago. Finally, after he had killed Susan Degman, he wrote in lipstick on the bathroom wall, "Please catch me before I kill more." And Lucy Freeman responded to this message in her book and wrote it up.

This man's background showed him to be a neurotic offender. He came from a middle-class home. When he was 13 he observed some adolescent sexual experiences in the boys' room at school and was disturbed by these experiences. He went home and told mama and mama said, "Mustn't do that. Treat girls as ladies. Don't make your wants known." So he held it all in--whole load of guilt, super ego. You can make a worrier out of people that way. This is extreme, of course. He was a normal, healthy guy, but in a restricted environment the reaction takes many forms. When it leaks out, it either explodes and hurts somebody or deviant behavior occurs. It results in compulsive behavior (and you get a lot of compulsive auto thieves this way), or it leaks out slowly, and you get homosexuality in some cases.

In William Heiren's case, he was arrested at about age 14 for arson. Subsequently, he got into burglary and killing these women. The psychiatric report is public information and can be found in the Journal of Criminal Law and Criminology or in Lucy Freeman's book. This report indicates that as Heiren went through the forbidden open window, he had an erection. As he got through, he had an ejaculation. Now, nobody has to be a psychiatrist to figure out that symbolism. When he got through, hatred, welled up against these people who would tempt him, but "mustn't touch", and he killed them. Then after he killed them, he suffered remorse. "Please catch me before I kill more." Heiren was an extreme case, but these types of people are in every correctional caseload, mostly car theft or something like that.

Also, there is the psychotically motivated offender, like Charlie Starkweather. This is where the guy retreats into a world of fantasy because the pressure is too great out there. He wants to block out the world. He can't block out the world, so he retreats from it, and he develops his own world. He may think people are against him. Many homicides are like that. Remember Howard Unruh, in Camden, New Jersey, who shot down 13 people? Prior to that, he had been a quiet, reserved Sunday-school going boy. About eight years ago, in a small northern Wisconsin town, a number of women disappeared. Finally, the authorities discovered that the local general store owner, who also had a butcher shop, was picking them up, dressing them out on racks like beef, and was eating them. In a less sophisticated community, he would have been imprisoned for homicide, but in Wisconsin with good psychiatric services, he was hospitalized. So, how some offenders are handled depends on where they are.

Based on my own experience and observation, my suspicion is that in many states throughout the country, there is no real provision for the criminally insane. You get about three percent of prisoners who are psychotics who come to prison because of lack of the diagnostic facilities to handle them. The borderlines came to prison too. They are dyssocial offenders--the dyssocial offenders are not associated, but dysfunctional. They relate well to their small group, but they do not live according to the rules of the major group. For example, a dyssocial offender gets along well in the group where he is, but this getting along well there violates the rules of the larger society. For example, moonshiners, prostitutes, and gamblers provide a service for which people will pay hard cash. They are getting along well, but their goods and services violate the rules of the broader society. There are no victims in prostitution and gambling. It is a business arrangement, or another type of arrangement. The chief psychologist at Fort Leavenworth asked me about a year ago, "How do you treat a conscientious objector? We've got 60 of them." Draft card burners, too. There are many dyssocial offenders who get along well in their own small society (I don't know whether drug use belongs in there or not), but they violate the rules of the total society in the process.

Let us look at what we used to call "constitutional psychopathic inferiors". That is what they were called until World War II, and then they were called psychopaths. In 1952, the American Psychiatric Association changed the nomenclature to "sociopath". In 1968 they changed the name again to "anti-social personality." Some people call it a character disorder. Probably one of the best collections of literature on this phenomenon is in the Archives of Criminal Psychodynamics back in 1963, the Special Psychopathy Issue. The current vague term now is "anti-social personality." There are people who have not developed the capability to relate. They have not internalized the value system.

Let me digress here just a moment to indicate what I am talking about in terms of capacity to relate. All of us have a basic need to invest emotionally in others. Is there anybody here who wants to be independent? Anybody who wants to be independent is anti-social or asocial. I want to be dependent. I want her to lay her head on my shoulder; I want to lay my head on hers; I want to go out with the boys. I want to interact with people. We look for the capacity for emotional reciprocity.

When a kid is born, the first year or year-and-a-half of life, depending on when toilet training began, mama tickles him under his chin, eliciting smiles, picking him up, playing with him. She is nurturing the capacity to relate to people. After beginning toilet training, he gets all these do's and don'ts that we've been talking about. By the time he goes to school, his value system is pretty well established. It will be refined and changed, but the pattern will remain pretty much basically the same. The old Bishop who said "Give me a child until he's seven years old, and he'll be mine the rest of his life", knew what he was talking about, although maybe it's an over-simplification.

Then the first five years of life are mama's. She teaches him to relate and to internalize a value system. Then he goes to school for the next five, and he tests it out. Does it work? He eliminates those values that don't modify those that have potential, keeps those that function well. As he goes on through puberty, say 10-15 years of age, then the father takes over. Mom might as well go on--it is nice to have her around to darn the socks, cook dinner but, emotionally, her work is essentially done. The father, although he does not generally realize it in most cases, becomes important. The reason he is important is that he fits into the power structure outside the home. His world is out there. Mom's world is in the home. As he approaches puberty, he goes from the home into the gang. If he has been with an adequate masculine symbol in the home to carry him into the power structure of the community, he won't have any problem. If he doesn't have an adequate father or an adequate father-surrogate, then he will have trouble. He might display rebellion, reaction, a lot of things we see when he hasn't had an adequate father.

When my son was thirteen, which was some years back, we were walking along the street. He was walking with the same stride I was, the same arm-swing, the same gait. He was watching me out of the corner of his eye. He was using me as his masculine symbol, as defined in our culture. He was to make the transition from childhood to adulthood as adequately as I could make it for him. That is exactly what a father's function is, because father, in our culture and according to the Internal Revenue Service, at least, is the head of the family. He represents authority, whether he uses it or not or even whether or not he has it.

The father's function is out there in the community. It doesn't have to be his father; it can be the football coach or the padre down the street, or it could be a hero, an idealistic sort of thing. This is one of the reasons I don't think a football coach is ever overpaid. Whether he wins or loses ball games in high school athletics is less important than some other services. He serves as a father-symbol to the kids who need it.

Now where does this make sense in corrections. If you compare a group of delinquents with a group of non-delinquents on the basis of the presence or absence of the mother, there will be a difference but not enough to make it statistically significant. On the other hand, if delinquents and non-delinquents are compared on the basis of the presence of the father, the difference is statistically significant. The correctional officer, then, has to provide the substitute father-function for what the kid missed.

There's no point in getting angry and punitive about it. The kid is already defensive. He knows his father wasn't what he should be, so don't rub it in. What does he tell you? "My old man's the greatest old man in the world, if he had the breaks." He's not going to admit defeat on ability. He's going to do it on "the breaks" or luck. That's why you get a lot of penny ante gambling some of them who are "born to lose" trying for a long shot.

Let's go back to this capacity to relate. What happens if the kid does not develop the capacity to relate? He simply does not internalize the values of society. If he doesn't internalize the values, he's in trouble and so is society. That is why a large share of our clients come from broken homes, or cracked houses. He has never learned to relate. This is a prime characteristic of the correctional client. In prison, he does not have any friends--he has rap buddies or cellmates. He doesn't want anything to do with them after he's outside--no friends, no long-term bonds.

Many people are in prison for impulsive crimes. I refer to impulsive behavior with nothing there to stop them, as opposed to neurotic, compulsive behavior. Generally, the psychopath or anti-social personality is not going to kill anybody, unless he gets into the rackets, and then he becomes a professional, maybe the trigger man. But he's a pro with no values. People say, "But you're not even sorry." He says "So what?" Haven't you ever run into people like that before? They don't have any remorse. Of course they don't. They don't have the capacity for it. Can you shame them or become punitive? If you try, you're just reinforcing the same kind of authority he's seen since he was a snot-nosed kid. Rather, you must give him a new look at authority. Or otherwise, you're going no place with him.

Let's take it to the institution. I worked in prison a long time ago--200 kids, 15-25, and we decided that we would make up a little model institution. One of the first things we did was to meet with the staff and point out (I did the same thing with the staff in Illinois last month) that if you treat everybody alike, you've loused up your individual treatment program. Where would a hospital administrator be if he treated everybody for appendicitis? But this is what prisons do--you fit into the program, or you go to the flattop, or the East Unit, or in South Carolina, to Cuba, or at San Quentin, they call it the Klondike.

But in order to have an adequate program, the individual has to be seen by the staff as an individual. So we did this. We asked officers: "If you see Thompson doing something, nail him--nail him fast." Why? Because he's this anti-social personality--the psychopath, the guy who hasn't internalized the controls, so he's dependent on external control. That's why psychopaths can do their time in prison standing on their heads--exactly why. Nail him and nail him fast, and then we'll take it from there.

On the other hand, if you see Buchanan doing the same thing, grin at him a little, let him go, and tell me about it. Grin at him a little so that he knows you saw him. They also know that you're understanding, and that you're not a punitive authority figure. But you bring him to me, and we'll take it from there. Why? Because Buchanan did the same thing because of a neurotic compulsion. He's already got enough outside pressure--that's what made him that way. Thompson doesn't have enough. So your program is personaltiy-oriented. As a consequence, you get an individual treatment program. It takes a little time--took about a year--before the officers and the inmates stopped saying, "You're not treating me fairly. I did this and you gave me ten days in the clink; he did the same thing, and you gave him a lollipop." That's right--and in the hospital, we don't give everybody the same prescription.

After a while, they begin to understand why, but we have to explain to the officers, the staff--individual cases. We have staffings, which is going through a particular case, piece by piece, to explain why. After about a year, they think you've got a social hospital, a therapeutic community, where everybody is treated according to his needs, not according to the system. It takes a little time to get it institutionalized. It probably would be very difficult in a large institution. But if you operate on this principle, at least, you can have it in one segment of your institution, in your own unit--maybe in the school.

There are some women here who work in the Women's Unit, and they might ask, "How does the surrogate role apply to the female. Without going into the psychiatric-psychological background and development of it, we can say simply that a daughter sees the father and either admires him, likes him, or hates his guts. Quite frequently, they will marry people like the father or the complete opposite, depending on their reaction. But just a quick answer on that one is impossible--that's another lecture.

They are living in the same culture, but they have different roles in it. Therefore in the same process, they accommodate the basic developmental principles to their role and will see their future husband, or what they would like, in the image or in the complete opposite, of their father.

Without the resources to do a lot of things, correctional personnel have to be quite innovative to get some things off the launching pad. One of the basic problems in corrections is to make developmental principles administratively feasible, rather than trying to make administrative procedures developmentally sound. This is a real delimma. You're trying to teach this guy to live with society, and the way we're doing it, by putting him in prison, is almost like keeping a kid away from a violin long enough so he can become a good musician. Now, what we do administratively is that we have a probation officer, for example, and he works with the offender. The probation officer says, "Hell, I can't handle him--send him to the joint." You send him to the joint, and the Reception Center at Raiford says that he should go to Apalachee, and then he's there for 30 to 45 days, 60 maybe. And that doesn't work out, so you send him back to Raiford. Then you put him back in a road prison, and finally, you let him out under supervision. Well, how many people have you tried to relate him to? He hasn't been able to relate to anybody. He hasn't had time. Now, if you're going to have a correction worker who supervises him before he goes into the institution. He should follow him into the institution. This is one of the reasons why you need the community correctional program.

In summary, the prison inmate is unique when compared with other "welfare" clients or clients who need attention and care from governmental agencies. The correctional client acts out his hostility or other needs in a way that damages society. The only common denominator among all correctional clients is conflict with authority. In terms of intelligence, the prison inmate is similar to the population from which he was drawn, but he is three grades retarded, on the average, in grades completed in school and the content he retains. They were unsuccessful in school. While the majority of drop-outs are not offenders, the majority of offenders are drop-outs, which means that there is more to be considered. In competitive society, there is a pecking order going from the powerful to the powerless. The prison inmate comes from a powerless posture and frequently internalizes it as a hopeless self-concept, frequently manifest by tatoos on his chest or arms, "Born to Lose". Various clinical groups contribute to the types of crime, with the psychopath or anti-social personality heavily represented. The majority of prison inmates do not relate well to others. Their capacity for emotional reciprocity has not been well developed. This type of client demands concentration on developmental principles of personality in his program. State budgets and understaffed correctional institutions and agencies force corrections to focus on administrative principles. Consequently, the correctional worker must be innovative, understanding, and bold to be effective in working with the correctional client using the tools, equipment and limitations given to him.

Knowledge of Self Will Produce the Effective Teacher-Counselor in Corrections

by
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The role of the teacher in corrections has been characterized by minimal clarity for one hundred years. Every community has its school system and every prison has its educational department. The prison reformers recognized education in the famed Declaration of Principles adopted by the Cincinnati Prison Congress in 1870 when the assembled administrators cited education as one of the most important agencies of reformation.

Ninety years later, in 1960, the American Correctional Association revised and reaffirmed the Delcaration of Principles and the role of correctional education when it stated:

> Principle XXII. To assure the eventual restoration of the offender as an economically self-sustaining member of the community, the correctional program must make available to each inmate every opportunity to raise his educational level, improve his vocational competence and skills, and add to his information meaningful knowledge about the world and the society in which he must live.

This is an excellent principle and it will permit you, the correctional educator, to choose two diverse routes: (1) you can acclaim the availability of programming in your institution and you can waste many hours proclaiming inmate resistance to your educational programs; or, (2) you can assess the intellectual and aptitudinal potential of your correctional clients, reassess earlier offender experiences in the free community, and attempt to bridge the failures of the offender and the school through increased emphasis on problem-solving and counseling. You will note the futility of the initial route which will afford you only despair in your work. Also, you will find a built-in danger present if you accept the second approach which is more compatible with professionalism in correctional education. The second route will be meaningful to you as a teacher but it will be useful to the teacher-counselor only if you look at yourself and the community before you explore the offender and his movement into criminality.

One should look at himself as a member of a large group of persons employed in correctional institutions and agencies today. You are one of some 111,000 dedicated professionals. You are responsible for over 1,115,000 adult and juvenile offenders. Seventy-four percent of you are 35 years of age or older. Eighty-seven percent of you are white. Eighty percent of you have been employed in corrections for four or more years (and forty-seven percent of you have completed eleven or more years of service in the correctional field). In turn, you are asked to provide an enriching educational experience for the offender and supplement this pedagogical skill with counseling. But you know that the smallest group of personnel in the correctional institution is the diagnostic and treatment staff. Such personnel make up less than two percent of the staff in most institutions. However, you are told you will be a member of the classification and counseling team. But you find that this group constitutes the second smallest category of staff in the correctional institution. Indeed, I need not remind you that the academic department of any prison or juvenile institution represents only a small segment of the personnel. After all I can usually find you huddled together at several tables in the staff dining room.

Thus, upon reviewing the staffing patterns in correctional institutions and agencies you find yourself functioning under several handicaps: (1) the majority of the offenders are younger than yourself; (2) the offender is frequently a minority-group member whose life style may appear exceedingly different from your own; and, (3) you are asked to assist the offender with contemporary problems associated with his diversion into the criminal justice system in the turbulent 1970's using knowledge provided by the correctional agency when you were employed several years ago. Unfortunately, the guidelines of yesterday offer the educator little comfort in preparing the offender for effective living in today's troubled world ith its unemployment, war, campus unrest, drug-oriented culture, and violence.

We have noted that the mere review of institutional staffing patterns has provided us with some observations on possible trouble areas in our counseling relationships with offenders. There is compatibility between your educational role and the counseling task. There is some indication that incarcerated offenders do seek education in prison. Glaser found interest in schooling and learning a trade in order to obtain employment was the most popular request of inmates in five federal prisons studied. This request remained high for inmates nearing release from the institution, too. There are those critics who will say that offenders are inspired to engage in such educational and vocational programming in order to enhance the probability for an earlier release from prison. These critics will point to the failure of Vietnam veterans to utilize educational benefits following their release from active duty in the military. However, the mere fact that offenders are willing to utilize the academic program is most positive. The possibility that you will utilize the offender education program in order to assist him in adjusting to the society to which he will return is to reawaken your concern for crime and delinquency prevention. The interest you have expressed for the role of counseling in the academic program of the institution validates your belief in the right of every inmate to pursue a meaningful relationship with a viable adult role model. And, in turn, your acceptance of the counseling model in correctional education attests to the acceptance of the individualized nature of education in the correctional institution.

Now it is necessary to remind you that we cannot remove the etiological determinants of crime and delinquency if we focus on the individual offender in isolation from the community from which he came to us for incarceration. It is easy to assume that the offender is presently in a contemplative environment. It is comfortable for us to ask him to recall earlier crises in his life but sometimes we forget to ask him where he was residing when these many crises and stresses occurred. Yes, we know that offenders are a residentially mobile group but sometimes we overlook this important point. In some of my own work I found that mental health professionals were likely to assign a high post-prison prognosis to the offender whose pre-prison work history was characterized by eighteen months of continuous employment with the same employer. Thus, we are always seeking such comforting indicators of middle-class conformity as employment, school attendance, and honorable military service. I like these determinants of conformity because I understand them and relate well to their presence but I must not consider them the only signs of hope in the background of an offender who has been directed into the correctional system in order to receive our prescriptions for social orderliness. Why do I say to you that we must seek more than conformity in work, school, and military history for the offender we assist in the academic and counseling situation? Well, it is because we have long judged people in trouble by the social expectations of those who have dealt with the offender in an official capacity only. The reports prepared by police officers, probation officers, and parole officers frequently focus upon the dominant cultural expectations of the people least familiar with the community in which the offender resided at the time of the offense. Martin, Fitzpatrick, and Gould indicate we must be aware of conflicts between the social expectations of the dominant group (the people processors), the offender's parents and other adults who come from the same local communities as the offender (the lower-class and minority-group subcultural expectations), and the expectations of the offender and his friends and associates (the peer group subcultural expectations).

Therefore, it is very easy for the teacher-counselor to make assessments about offenders which are based entirely upon the reports prepared by those who are acquainted with the offender only in a passing moment in the administration of justice. You are fortunate in the role of teacher and counselor for you can isolate the attitudes of the offender in relation to these various networks of expectations. You can accomplish this task in the problem-solving activities in the classroom situation. In turn, you enter the counseling relationship with fewer biases since the school environment has provided the offender the freedom of expression necessary for communication with you. I assume I have made it sound very easy--but the reality is that you, the teacher, in a correctional institution, have a magnificent moment available to you--the hours and the months and the years to know the offender in your institution. You are not burdened by the heavy caseloads of the institutional classification officers. Your schoolrooms are less crowded than those in the free community. The offenders present in your classrooms are there for some reason even if it is merely to test the belief that education facilitates early parole. I have vivid memories of inmates in the classrooms of correctional institutions. I have noted more interest and more happiness and involvement among those enrolled in education than in any other institutional program. Yes, the uninvolved are found in the classroom as they are everywhere, but the pride of accomplishment is more evident in your classroom, too. If you disagree with me then I must ask you if you have ever shown trust in a member of the inmate community? You may reply that you once asked an offender a question and he provided a response that you knew or assumed was not correct. If this has happened I would ask you to determine whether the offender was responding to one of the other patterns of expectations which guide him? Two outstanding men in corrections have focused on some of the 11 myths which minimize our effectiveness in establishment of trust with the correctional client. Seymour Halleck lists six types of lies that are built into professional relationships:

> The lie of adult morality. Professionals communicate a picture of themselves and their world as one in which only the highest type of values and moral standards prevail. The adolescent cannot understand this. His personal experiences, his observational powers and his intuitiveness tell him that something is wrong. He wants to like and to identify with adults, but he is painfully aware of an inconsistency or basic dishonesty in their approach. He may then come to believe that adults are incapable of being anything but 'phony' and react by rebellious behavior or isolation from the adult world.
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> The lie of professional helpfulness. The professional worker who confronts adolescents in the courtroom, the community clinic or the state institution serves a dual role, as an agent of the community and as a helping person. . . . As long as the worker and the adolescent are aware of the fact that the professional may be participating in mutually antagonistic roles, effective communication is possible.
>
> The lie of confidentiality. The issue of confidentiality is closely related to the problem of helpfulness. Often the worker behaves as though the adolescent were entitled to expect confidentiality and as though it were going to be provided. It is extremely rare for the adolescent to be told directly who is going to see the report the worker writes and with whom the case is going to be discussed.
>
> The lie of rewards for conformity. The necessity of conforming to adult standards is most often communicated to adolescents whose behavior deviates from the norms of the community. . . It is always a moving, sometimes an overwhelming, experience to see an adolescent abandon behavioral expressions of conflict for a more introspective way of life. This is never accomplished without considerable pain and sometimes despair. If the adolescent is told that the simple expedient of

conforming to adult standards produces pleasure, he is told a lie. Conformity on the part of the adolescent certainly meets the immediate needs of the community; whether it meets his needs is questionable. When workers pretend to him that it does, they encounter only confusion and anger, especially when he experiences, the inevitable anxieties that come when he attempts to control his behavior.

Denial of limitations. The average professional worker comes from a middle-class background, which in our culture implies a far greater potentiality than that seen in most adolescent clients. . . . Many workers fail to see that, with a few exceptions, they are dealing with people of limited potential who will never be like them. . . . Few workers are guilty of consciously pushing their clients beyond their limits.

'Open up, trust me, all will go well.' Most professionals leave school with the feeling that they will be successful with clients if they can persuade them to be open and close. . . . The possibility of prolonged relationships is often limited by the fact that both professionals and their clients are extremely mobile, frequently changing responsibilities, jobs and geographical locations.

In turn, Hardman lists five built-in lies which are inherent in our socio-economic political system which we sometimes attempt to support in our counseling relationships:

The Horatio Alger Myth: Anyone can follow the footsteps of Abraham Lincoln or Booker T. Washington; our system provides equal opportunity for all.

The Blindfolded Justice Myth: Our legal-judicial system administers justice equally to all persons, black or white, rich or poor, male or female.

The Crime-Never-Pays Myth: All offenders sooner or later get their just desserts.

The Key-To Success Myth: The only road to success is hard work, perseverence, pluck, etc. No one ever achieves success by pull, subterfuge, petty politicking, or toadying to authority.

The Myth of Face-Value Idealism: A person or group proposing an ideal of service-above-self, of commitment to Hippocratic oaths, academic freedom, liberty, equality, or fraternity, will always act in accordance with that idealology.

I would like to believe that no one today would have to be reminded that we must have trust in order to establish a meaningful relationship with a person in trouble. I like to feel that all of us in corrections will stress the cultivation of the following skills; empathy, interpersonal awareness and sensitivity, and ability to listen, a non-judgmental attitude, and an ability to facilitate others' actions. In fact, in closing I would like to leave with you the "Three R's" of the teacher in a correctional setting who wishes to engage in offender counseling: Regulation--you are concerned about rule-breaking in society and wish to assist the offender in channeling such activity into conforming activities; Responsibility--you will motivate the inmate-student in a manner permitting him to utilize the responsibility observed by you in the classroom situation to other social situations in his life; and Rapport--it is the teacher-student relationship which can offer the socially-damaged offender his first meaningful relationship with an authority figure in a correctional setting (or in the entire administration of justice). So, let us combine these "Three R's" with our formal teaching role and provide offenders with an innovative experience in treatment planning in the coming decade.

Correctional Programs--Can They Be More Effective

by

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Ladies and gentlemen, it's a great pleasure to be here and I feel personally honored to have been asked to address myself to one of America's most serious problems on the one hand, and to some of the most dedicated persons in our nation on the other.

The problems with which you are concerned are complex, confusing, and in many instances evade immediate approaches to solutions. Be that it may, I have absolutely no intentions of delivering accolades, rather it is my intention to critically look at our shortcomings (you as correctional officers and the free society of which I am a member) in the area of Correction or preferably Rehabilitation. Some of our shortcomings are internationally disgraceful, some are regionally disgraceful, and still others of our shortcomings are disgraceful because we live in an inherently racist society and one that is essentially ethnocentric . . . the caucasians sympathize and empathize with caucasians, blacks, sympathize and empathize with blacks, and so on, but it all boils down to racial differences and the ultimate result is hate. The time has come when correctional or rehabilitative efforts must be people oriented and must develop such programs that will eliminate from the national political theme--Law and Order Infuse Respect, Order and Justice. Respect, order and justice. When we respect one another, the billy club, the gun, the whip, the abusive language, the racial overtones, and all that spells hate, dishonesty, and discrimination will be eliminated.

In 1953, John Bartlow Martin wrote a book entitled "Break Down the Walls", in which he took a long, hard, and scrupulous look at our prison system. Martin found an appalling panorama of brutality, maladministration, dehumanizing of inmates and plain bureaucratic inefficiency; almost nobody is rehabilitated. The prisons manufacture criminals--60 to 70 percent repeat and the whole prison system, which is only about 170 years old, is proving a failure to the core.

This is changing some, but not nearly as fast as one would expect. According to Ralph Gutekunst, Acting Director, of the Governor's Commission on Law Enforcement in Maryland, in the past 2 years a tremendous revolutionary surge has begun in the field of corrections. In Maryland, the Department of Vocational Training is one of the very few departments that has shown not only an inclination, but a real willingness to work with the offender and the ex-offender. Basically, the need that the rehabilitation services will meet is that of diagnosis and classification whether they get the responsibility at the point of arrest or whether this responsibility comes only after adjudication and before sentencing, there will be continuing, urgent and vital needs to properly determine what the problems are . . . what programs he should be placed in to meet those needs, to evaluate his progress, and to prepare him for a return to the community as rapidly and as safely as possible. In terms of instructional staff, there will be a continuing need for security. We will still need custodial officers, but we do not need officers who only know custody. In February of 1970, Gutekunst made the point that parole and probation officers attempt to be employment counselors 8 hours a day and police officers for the other sixteen. We need to provide men with the counseling skills in these areas so that they may in turn be able to counsel offenders in these vital areas.

How do we then transform the personnel of today into the personnel of tomorrow? How do we train and educate? These two crucial questions were raised by Gutekunst. It will not be an easy task because many of these men have worked for 20 and 30 years in a system that put warehousing above rehabilitation, that of catching parole violators above counseling. I could not agree more with Mr. Gutekunst, but I certainly do wonder if he realizes that in the education of law enforcement officers, which includes for my purposes correctional officers, the major void is in human relations. They have for years been sensitive to the training needs and the potentialities of one racial group and have never accepted the fact that all men are born equal.

As a result, you have major problems, race problems if you will in Maryland, Florida and over the United States. Race relations have never been a positive part of your training; under the circumstances, it's little wonder that many law enforcement officers today are behaving in the 70's as they did in the 50's and early 60's. Americans regardless of their race should be treated equally under the law and certainly they should be given equal attention in terms of rehabilitation and other services. You cannot correct the problems of one group and be insensitive to the problems of ancther group within the same society. We have been taught that lesson well in the health fields . . . you cannot vaccinate whites for polio and think that you can leave blacks, Indians, Chicanos or Cubans without being vaccinated, we have been taught that lesson in other fields also. You cannot blatantly discriminate against minorities in a free society and think that you can be free for long. The miserable and costly riots of the 1960's should at least have taught us that lesson. Today, in the 1970's if you should dare to get a random sample of correctional officers and ask them how many of the rioters who went to jail in the 1960's did you at least try to rehabilitate? Probably some would give rather nebulous answers, some would be honest enough to say none, and still others probably would say they should have killed all them niggers who rioted in the 1960's and subsequent rioters. That would not have solved the problem I can assure you. On the other hand, if you should have asked that same sample of correctional officers how many KKK members and White Citizens Counsil members who have gone to jail for crimes against blacks and liberal whites, had they rehabilitated the answer would probably be, at least by most, that those people are God fearing dedicated Americans who do not need rehabilitation. Inferred quite clearly is that the law was unfair to those KKK and White Citizens Council members. Over the years, correctional officers along with their superiors and state governments have developed a habit of not respecting all mankind. To this end, therefore, your job in the years ahead will become more and more difficult and there are many of you who will retire, others will resign to other havens that tolerate inhumanity, others will remain and give lip service and a paltry few will stay and try to execute correctional programs fairly and equitably without concern for race, religion or national origin. Correctional personnel old or young must accept the fact that they will have to sooner or later, do what is right for all offenders and ex-offenders.

Charles Simmons once said "No man has a right to do what he pleases, except when he pleases to do right" . . . in the same light the late President Kennedy once said "In giving rights to others which belong to them, we give rights to oursleves and our country", and Thomas Jefferson, one of our founding fathers, put it more succinctly--"We hold these truths to be self-evident that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

These philosophies regarding the rights of all men have been well established by all our national leaders, but the attitudes and prejudices of those who operate programs have inhibited putting philosophy into action. There is always no action taken to follow up on the rhetoric of our leaders. Our system at the state and local levels is suffering from traditionalism, organizational dry rot, and institutional incompetencies. Men and women who serve in administrative positions need to broaden their intellectual and social horizons; they need to be innovative and more responsive to change. As a group of correctional officers, how many of you would vote and recommend that rehabilitated convicts be given jobs as correctional officers? How many of you would recommend that rehabilitated convicts be trained as subprofessionals in the correctional fields? Few,if any of you, would readily suggest that nearly all would find some valid reasons why this could not work. Yet, each of you would be willing to defend how innovative and intellectually daring you are. The rising rate of crime in America today is not only an indictment of our social system, but more specifically, it's an indictment of your ineffectiveness.

There is little wonder that John Bartlow Martin refers to rehabilitation as the dangerous myth. The prison in my own judgment is not the place to rehabilitate people. Certainly a good warden needs an administrative mind-if you have a program then everything is fine. The administrative mind seldom inquires whether the program is working well, even less does it question the basic premises of the program. The warden never wonders whether the classification program, the educational and vocational programs are really rehabilitative. They exist and are said to be rehabilitative. Clearly, the warden's job is to keep prisoners in prison and most, if not all of them, have been doing a good job. Your job is to rehabilitate prisoners and ex-prisoners and most, if not all of you, have been failing. Why? Basically, you are all well qualified people, at least I would hope, but there is a basic conflict in the two functions as well as in philosophy and practice.

The conflict between individual treatment and custody is not peculiar, it exists in nearly every prison. Custody will always win as long as prison is a prison and rehabilitation will always lose. As a consequence, the progressive people have taken refuge in resounding shibboleths and impressive titles. They have devised the dangerous myth--myth because it is not true that prison can rehabilitate human beings, dangerous because their pretense can lead them to turn loose dangerous men upon society.

We build swimming pools in institutions for juveniles, and the Rotary Club from the nearby town is mightily impressed, but the kids are not, they need something else, something they lacked in the free world and lack in the juvenile pen as well, despite the swimming pools. They don't know what it is and neither do we, because we don't know what made them what they are.

Within recent years, very significant efforts have been made in coping with rehabilitative problems of juveniles. Not near enough has been done, but it is fair to say that the work is continuing. Organizations engaged in delinquency work maintain sets of beliefs or assumptions which may be called if you will an operating philosophy. Of particular concern here are three principal issues: Conceptions of the nature and origins of delinquent behavior; procedures for dealing with youth crime; and organizational arrangements for conducting delinquency prevention. I am very positive that all of you have your own ideas on all three issues and I neither have the background nor the experience to challenge your position; however I would like to cite for you some variables and factors that should be considered in the process of predicting and treating delinquency. A series of studies has been done in this area, but of most importance from my point of view is the work done by Sheldon and Eleanor Glueck and reported in their book, "Unravelling Juvenile Delinquency." The Gluecks paid considerable attention to family backgrounds of delinquents, and further postulated that delinquency could be predicted and treated if detailed information was available on (1) the discipline of the father; (2) the supervision of the mother; (3) the affection of the father; (4) the affection of the mother; and (5) the cohesiveness of the family. Clearly, one can see that the Gluecks believe, and probably quite correctly so, that crime is a function or rather the product of home life. There is no correlation between good home life and crime while it appears that there is a very high positive correlation between bad home life and crime. Glueck's approaches were criticized by some, but on the other hand his approach was used in a variety of contexts with apparent success. Persons who are interested in Glueck's theory should endeavor to read "A Validation of the Glueck Social Prediction Scale for Proneness of Delinquency" by Richard E. Thompson, in the Journal of

Criminal Law, Criminology, and Police Science--43, 451-470 (1952). Let us discuss the implications of Glueck's approaches and let us identify internally our own weaknesses in rehabilitation. More often than not the doctor can only cure a given malady when he knows the cause. As soon as we have some knowledge of the many causes of cancer the chances are we will be able to deal with and no doubt save many lives. Many of Glueck's assumptions have already been validated and while very complex problems are involved, we are fairly certain that broken homes are more likely to produce criminals than homes that are pleasantly cohesive. It is obvious that rehabilitation is a long and drawn out process involving several agencies which should include marriage counselors, child psychologists, sociologists, educators, etc. It is obvious that the prison is not rehabilitating men and it has become more obvious that many of our rehabilitative efforts are nothing other than exercises in futility.

As we look at the delinquents today, we may very well conclude that tomorrow will be too late to rehabilitate them. The crucial question is where do we start and what can we expect?

There are many of you who don't see it as a part of your function to correlate your efforts with the high schools and elementary schools of your area. Why? Well it is not in my job description. There are many of you who only know the families who already have kids in trouble, but never seem to seek out those families whom you could help to prevent their kids from getting into trouble, there are few if any of you who have contracted with a marriage counsecounselor (formally or informally) to assist you with the kinds of family problems associated with criminals.

I am implying here that you are a conservative group in whose hands the destiny of a segment of our soceity clearly lies. I am further suggesting that based on your own mores and folkways you have complicated an already overcomplicated problem. The pattern was and still is evident, that the system is discriminatory and there is no available evidence that you, who are in the system, are trying to change it. Looking at my own state, Alabama, we have more to be ashamed of probably than most other states. At present, there are approximately 4,000 inmates in 7 institutions, the cattle ranch and 14 road camps all of which are under the supervision of the Alabama Board of Corrections. This population includes 1,500 white males, 2,200 black males, 28 white females and 102 black females. In fact, blacks constitute about one third of Alabama's general population, but constitute about one-half of the prison population. Something is wrong with a system where minority groups out number the majority group in prisons. Let me give you a clue--when a Negro is in jail you can always see him on the road gang doing as good a job as any free man--of course the warden or guard is always there with his gun and billy club, If and when that Negro gets out of jail, all the paying jobs on the highways are done by whites. While the Negro was in prison, he had the ability and the task . . . yet you have rehabilitated him. Rehabilitation as is conceived of by us is a dangerous myth, our prisons are not the place to rehabilitate anyone and you as correctional officers are fooling yourselves. You are perpetuating some of the injustices in your daily work without even knowing it, you are supporting a prison system that is designed to destroy men not to rehabilitate them and most serious is that many, if not all of you, honestly believe that you are right. If we hope to be more effective in our correctional efforts,we must begin to approach our responsibilities with more scientific information; we must be willing to broaden our intellectual horizons; we must try to understand the nature of man and his yearning for recognition; we must see ourselves as the pacifier between evil and good and we must aspire at all times to get the best out of men who otherwise would have been lost to soceity.

Ladies and gentlemen, whatever the human law may be,neither an individual nor a nation can commit the least act of injustice against the obscurest individual without having to pay the penalty for it.

Many of our men in prisons have paid their penalty; help them to adjust or you and all of us will pay our penalty.

Instructional Systems

by
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Over the next couple of days we will be going through materials which one would ordinarily cover in about forty hours of classroom participation. What I'll be doing is to cover a condensed version of the outline and explain the parts that I feel need to be explained. If you are interested in instructional system, I think it will be possible for you to pick up less than a half dozen paperback books and learn a considerable amount about them.

I hope that during the next two days I can give you some information that may change your teaching style or may cause you to stop and think about practices you are currently using in your courses or in designing curriculum for your particular program. Dr. Robert Gagne, a professor at Florida State University, has defined an instructional system as "a collection of people and things that has the purpose of changing the capabilities of a group of students through learning," so that when we talk about instructional systems, we are going to be talking about teaching, learning, and the learner.

I recently read a report put out by the ERIC Center on Higher Education, and the report stated that the different teaching methods or techniques--lectures, symposiums, seminars, all these, did not make any difference in the amount of materials that a student learns or the difference between the pre-test and post-test scores of students in the classroom. So when we talk about all these things, unless we take into consideration learning and the learner instead of just teaching, then our efforts may be fruitless.

The first thing that I'd like to do is to give you a handout which is marked "Aspects of the System." This handout, along with the one marked "Input-Output and Feedback Relationships" came from the book, Instructional Systems, by Bela Banathy.[1]

Before going into the handout marked "Aspects of of the System," let me go through and read you the definition of some of the terms we will be talking about, and then I will go to the board and try to clarify some of these. First of all, let me define the concept "system." According to Banathy, "a system is an entity comprised of parts, which is designed and built by men into an organized whole for the attainment of a specific purpose." The second definition is "systems concept" or "systems approach. This is "a self-correcting and logical methodology of decision-making, to be used for the designing and development of man-made entities," so that when we talk about a systems approach, we're talking about two or more entities. When we're talking about a system, we're talking about one entity and its parts, and I will go into that when we go through and explain the aspects of a system.

On the handout, we have written the word "purpose" and the concept "purpose," according to Banathy, is "the goal for which a system is designed." This then, makes goal synonymous with the purpose. The next one is the "process,' and the process "is the ongoing state of a design entity, manifested in doing whatever has to be done in order to obtain the purpose." Content is the "sum of all parts that make up the system." Also, this morning we're going to be talking about objectives, and it's very important that you get the definition of an objective, because the instructional system has objectives contained within it. An objective is "a statement that describes, in observable and measurable terms, the expected output performance."

I don't know whether any of you are familiar with the Chapter in the 1970 Handbook of Adult Education[2] "Program Development and Education," by Jahns and Boyle. In this chapter, they state that determining "needs" is one of the first steps in program development. From the determination of needs, one can turn from the broad perspective and focus upon the purpose or goal of the program. From the needs, you should derive the purpose of a particular course or program, and then based on the purpose, establish the goal or goals. In a listing, objectives would be under purpose or goals (synonymous), followed by processes, content, and evaluation. In practice, the same order should follow.

Because evaluation is the bottom component does not mean that you will go through all of these steps before making an evaluation. Evaluation should be done during all phases of program development. Maybe processes, also, would be a part of this, because a process is any ongoing state of affairs that keeps the entity in operation, then while you are determining the needs for a particular course or a particular program, you are also in the process of keeping that entity in operation. Also, when you consider the different alternatives, you are, in one way, making an evaluation. You're doing an evaluation of that particular alternative.

These should follow in natural order if you were trying to develop a course within your particular institution. This is what I want you to consider later on this morning after the break--to figure out how you go about, and how you should go about, determining the needs for a particular course or system of courses within your institution or program. I would like for one group (and I understand that there are five groups) to volunteer to take this institute and write their review on the Institute. I don't know how the groups are divided up, but it will probably be more difficult to take this institute than it would be to take a course that you're familiar with in your particular institution. Within the peripheral circle, we have a number of smaller circles. Let's consider for a moment what we would have to go through if we want to teach people to be specialized automobile mechanics down to working just on carburetors. In the top of a small circle here, put in "record keeping." Let's look at this as a system approach for this one particular topic--record-keeping.

In the second circle put "assemble and disassemble carburetor." In the one after this, put "diagnosis," and at the bottom, put "supervisor." Let's look at these four in light of what you could teach and how a person would be in trouble under certain circumstances unless you did teach all four of these. If you had someone who was going to work for General Motors, and it was his job to take all the parts of a carburetor and assemble them, then maybe the only thing that you would have to teach that person would be to assemble a carburetor and to make sure that it would operate. Now, within the program of your institution you have determined the needs of the students before you set up a program. You knew that General Motors in your area needed mechanics, and more specifically, that they needed people who could take the parts of a carburetor from a box, assemble these parts and make the carburetor operate.

Now the mechanic would have one job to do here. Would this change if you had to teach this individual or group of individuals to diagnose carburetor problems? A person would come in with some part missing or leaking, and the mechanic would have to determine from what the client told him or from listening to the car, that the car had a carburetor problem. If you did not teach this person how to diagnose, if you only taught him how to assemble the carburetor, can you expect this person to properly diagnose a problem? He probably would not know how to diagnose a particular carburetor problem. So you would need to teach the person both skills--how to assemble and how to diagnose.

If you sent an individual out to work for a large garage, and if he had to make a record, diagnose the problem, meet the client, keep a record of all the parts he used, and to write a summary of what type of work he did, then he has to be taught to do all these things.

If this individual does not know anything about record-keeping, (you've taught him how to diagnose the problem, how to assemble or disassemble the carburetor, but not how to keep records), then you have left off a part of the system that you should have taught him. If, in determining "needs", you find that a garage needs three or four mechanics, and after a month or so, one individual is going to be a supervisor, then while he's at your institution you should teach him something about supervision. This person might be a failure, not because he doesn't know anything about how to take apart a carburetor or how to keep a record, or how to diagnose the problem, but simply because he has a problem trying to relate to other workers, trying to pass out the work in the proper manner.

If you leave one, two or three parts out of the system, then the system is going to collapse. I'm sure you are all familiar with "The Challenge of Crime in a Free Society,"[3] which was the Presidential Task Force report put out in 1967. In the front part of this, they have a diagram of the criminal justice system. We talk about the criminal justice system as being a system, but it is no more of a system today than it was ten years ago. The first part or component of the system deals with law enforcement, followed by the prosecutor, public defender, courts, correctional institutions, and finally parole and probation. Many people enter at the first part (law enforcement) and exit at parole and probation in the criminal justice system. But if you have been involved with this so-called "system," you know that there is no system to it.

The law enforcement people are not concerned with correctional institutions. I'm sure people in the correctional institutions are not concerned with the law enforcement area, a number of judges do not know what's going on in the prisons, neither do they know what's going on in law enforcement, so that when we talk about this "system," one of the reasons why we do not have success is because of our failure to operate as a system.

We have a society made up of various parts--government, private enterprise, education, any number of parts that go to make up a system. What happens when one of these parts, say education, collapses? Once education, or one of the other parts that's vital to the operation of the system collapses, then we have problems, because we put more pressure on the other parts of the system. If we look at this diagram, we can see that it takes four parts to make up the system, failure of any one of the four may cause an individual to become a repeater.

Make sure that you determine the needs and make sure that you know what an individual's going to do. I don't know anything about how you determine the needs for your courses, but to me all the courses that you teach in the institution should be organized in some type of system. I think you ought to be able to justify these courses as being a part of this system. If you are like most of us in education, you never consider how your course fits into the system. If you don't know how a course in math fits into the system, then it may not fit into the system--it may be isolated. It would seem logical to me,,in an English class, to have a kid write up a summary of what he did on some job. Why shouldn't the English teacher help him learn to write a report in a form that he may be using in his work, or in math, relate the things in class to the things students will be doing the rest of their life.

Going to the specific diagram, the one marked "Input, Output, and Feedback Relationships," at the point where we have input going into the circle, put "objectives." In the circle, put "processes" and "content." About output, put "purpose," so that when you look at the diagram, you will have inputs in the system through objectives. The objectives, then, are related to the processes and the content. Following the objectives, processes, and content, will be purpose or the final product of the system. If you do not reach your goal, and if you need certain feedback (and you will need feedback to do a job and to keep these standards) then you want to go from the goal (evaluation) to the part of the system which needs to be changed. The part you generally correct is your objectives. Other parts or components may need changing, such as needs or content, but generally the objectives is the trouble spot.

On the handout, "A General Strategy . . . for the Design of Multi-Media Courses of Instruction," let us see why we need to start with certain things. In this diagram, the assumption has been made that you've gone through this need process, that you know what the purpose or the goal of the course is, and you are now trying to come up with the objectives. All this affects the diagram. You start out by stating the objectives and standards for the course that you're considering. Remember you have already determined needs and made specific decisions based on them. Based on your decisions, you will begin now at the point, "objectives and standards."

Why do we start with objectives? There are three questions that one must ask if he's going to sequence the course in the proper order to make sure that the purpose or goal is accomplished. The person should be able to determine (1) Where am I going? (2) How will I know I've arrived? (3) How will I get there? If you're designing a course, you would go 1, 2, 3; if you're teaching, then you reverse 2 and 3. Number 1 stays in the same place.

The "Where am I going" question means that you're trying to define the objectives, and the definition I gave you before said that an objective is observable and is measurable. One of the books that I brought today, and used by Dr. Leslie Briggs in Educational Research and Testing, is Developing Attitudes Toward Learning by Robert Mager. According to Mager and Briggs, the student should know exactly what you want him to do in any course. This means placing certain information in your instructional objectives. Each instructional objective should contain these components. (1) Given what, (2) the student does what, (3) how well. Given what: What are you going to give the student once you give him the test and the questions? Is this going to be a test where he has all the resources in front of him? Is this going to be a test in which he has to remember all the material? Is this going to be a take-home exam? Is this going to be an exam that you have to take to the library? Put all the conditions into the "Given What." For example, without the aid of resources--the student knows that he cannot bring a book to class, nor can he go to the library to look up the answer. In an instructional objective you tell the student how you are going to sequence the things that you want him to learn, so that the student knows what is to be accomplished in the course. Also, it makes it easy for an administrator to evaluate the course and the instructor. For instance--you have the objectives written up for a course, (20-25 of these), and you teach your course, not by the objectives but so that you cover all of the objectives. A student who has the objectives could tell that you were covering the material.. You want the students to do certain things, and here in No. 2, you explain what you want the student to do. If you wanted him to define a certain word or to name the capitals of all the states in the United States, then you could say "Without the aid of resources, student will name the capitals of all the states in the United States, with maybe 90 percent accuracy, or 10 percent error," depending on how well you want the students to do. If the student knows that he's going to have to do this without the aid of resources, he knows that he's going to have to learn the material.

Once you've written up all the objectives, you go back to them when you make up your test. This way you and the students are not playing games about what you want the student to learn or about what the student should study. I don't know how many of you have been in classes where the teacher may never have given you any objectives for the course, may never have told you what's going to be on the exam, may outline several books for you to read, and if this is the case, then it's a guessing game between you and the teacher as to what's going to be on the exam. Maybe you can deduct from what he said in class or from taking notes that he's placed more stress on some materials than he did on others, so that you assume that this is what he's going to ask questions on. But to me, it would be more logical, I think more learning would take place, if you have your objectives written up. This is a hell of a lot of work, but once you do this, it's not any problem for the student to evaluate your teaching and also study for the exam. Now surely you would not want to give the student objectives to study for the course, and then when you make up the test go to other materials and test him on materials that are not written in the objectives.

In your next group session, I want you to discuss and write several objectives for the topic that your group has chosen.

1. Bela H. Banathy, Instructional Systems (Palo Alto, California: Fearon Publishers, 1968).

2. Patrick G. Boyle and Irwin R. Jahns, "Program Development and Evaluation." Handbook of Adult Education. Edited by Robert M. Smith, George F. Aker and J. R. Kidd (New York: The MacMillan Company, 1970).

3. The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Soceity,(Washington, D.C.: Government Printing Office, 1967).

4. Robert F. Mager, Developing Attitude Toward Learning, (Palo Alto, California: Fearon Publishers, 1968).

PART V

PROBLEMS IN CORRECTIONAL EDUCATION AS IDENTIFIED BY PARTICIPANTS

Problem

Transferring of inmates during the middle of an academic unit.

Solution or Alternative

Each teacher writes a letter stating where the inmate is in his academic program, including this in his educational jacket.

Recommendation

There should be more academic coordination between each institution.

Problem

Inequities in teacher base pay, based on particular counties where institutions are located.

Solution or Alternative

Teacher base pay be state-wide.

Recommendation

This salary be based on the highest base pay of the highest county in the state.

Problem

Lack of communication between educational personnel of various institutions.

Solution or Alternative

Annual correctional teacher convention; quarterly publication including various educational matter.

Recommendation

A three-day long convention for the communication of problems and new programs at each institution; the convention rotating to a different institution each year.

Problem

All personnel are not psychologically tested to work with inmates.

Solution or Alternative

Battery of psychological tests

Recommendation

A battery of psychological test to be given with each application.

Problem

Not enough black employees.

Solution or Alternatives

Hiring of more black employees

Recommendation

Actively campaign for more black employees.

Problem

There is no separate school campus.

Objectives

1. Students should reside within the facility
2. Students' job assignment should be related only to school
3. An adequate reference and recreational library should be maintained
4. Facility should house laboratories for vocational training
5. Facility should contain adequate physical plant and equipment for both academic and vocational classes
6. Facility should have qualified staff in all areas
7. Staff should teach only in field
8. Special education teachers should be hired
9. Teaching ratio of 10 - 1
10. Custodial staff in this facility should be paraprofessional educators

Problem

Motivation of students is hard unless we have aides; educational aides have few tangible rewards for their good work.

Solution

Train paraprofessionals to operate in the classroom, thus giving learning re-inforcement to the student when he needs it most. Award some recognition, plus possible undergraduate credit, to aides who finish a required academic and practice internship, possibly even a certificate so that these persons may be called paraprofessional and use this recognition in future job placement, if so desired.

Recommendation

It is hereby recommended that some guidelines similar to the following suggested ones, be initiated and submitted to the proper authorities, so that aides who meet the qualifications may be awarded a certificate of internship and/or paraprofessional as a teacher.

Suggested Guidelines

Qualifications for those who wish to train as a paraprofessional:

1. Leadership has been shown
2. Is highly motivated
3. Has a GED diploma or is recommended by a teacher
4. Possesses a working knowledge of the field or is willing to learn.

Ideally, the paraprofessional should be able to:

1. plan lessons
2. teach them
3. counsel other students
4. make a start in diagnostic teaching
5. be able to evaluate the students' progress
6. be familiar with the material most useful for his situation

Qualifications for completing the course:

1. Six months internship
2. Makes actual class or group plans, and teaches according to these plans for one week
3. Successfully passes an evaluation by the professional under which he trained
4. If exposed to group counseling, demonstrate with an actual counseling group
5. Produces a list of evaluative techniques which he has successfully used

Problem

The dehumanization and treatment of inmates as animals (eg: Cattle) by various staff members throughout the division.

Solution or Alternative

(1) Acceptance of the inmate as a person even though still disapproving of the illegal deed. (2) Refusal to condone mistreatment of inmates by staff personnel.

Recommendations

1. Statement by Director repudiating mistreatment of inmates
2. Admission of incident of mistreatment when it occurs
3. Permanent removal of employee when such incident occurs
4. Psychological testing of employees to insure removal of employees who would tend to mistreat inmates
5. Institute mandatory inservice training in human relations for ALL division personnel

Problem

Alleged invalid test scores coming from RMC.

Solution or Alternative

Re-align/organize testing program at RMC or move to each individual institution.

Recommendation

Institute study to see if RMC tests are valid:

1. Institute re-tests programs at individual institutions (using same test and techniques as RMC) and compare RMC scores with those at individual institutions.
2. Determine methods for eliminating invalid test--if found to actually exist.

Problem

In so far as educational staff members are required to maintain valid certificates, and in so far as teachers are employed on a 12 month basis, and in so far as increasing emphasis is being placed upon increasing professional competencies, a major problem exists in securing needed studies for maintaining certification or working toward a higher degree.

Solutions

Arrangements for a flexible work schedule could be made to enable employee (staff member) to secure needed or desired studies for certification or advanced degrees.

Recommendations

1. Consider the possibility that a teacher have the opportunity to return to school with full or partial pay for a quarter's study per year.
2. Consider the possibility that a teacher be allowed to carry on a flexible work-study program up to a full year.

   i.e.: work from 8:00 a.m. to noon (half salary) and go to school the rest of the day.

Problem

In so far as a major emphasis in rehabilitation is counseling with inmates, and in so far as a vital part of rehabilitation is teaching an inmate a vocation to include the modern methods of the field, on going improvement in the field, and skills in obtaining and keeping employment, and in so far as a necessity of teaching is being able to relate to the learner, a problem exists that the present requirements for certification as vocational instructors are not thorough enough for correctional rehabilitation purposes.

Solution

1. Add to the requirements for vocational certification requirements to obtain 3 hours per every three years on subject matter pertaining to the field being taught so that the instructor will be kept up to date on new developments in the field.
2. Require vocational instructors to take a total of 24 hours on counseling, psychology and sociology, and education pertaining to how to teach.

Recommendations

1. Ask the Department of Education to add to the list of requirements for vocational certification for prison instructors (vocational) a total of 24 hours in counseling, teaching methods and technology, and psychology and sociology. Plus, for renewal every 5 years, the instructor must have attended a workshop, college course, industry training program worth 3 hours school credit every 3 years which will keep him up dated in his field.
2. Drop certification from the Department of Education for vocation instructors and establish certification through the Division of Corrections Central Office. The requirements being the same as now exist with the additional requirements listed in recommendation #1.

Problem

Motivating students and/or other inmates to become self-directing, responsible individuals better able to enter free society.

Solutions or Alternatives

1. Incentive programs built into Institutional Programs: honor squads, free time, extra gain time, special entertainment, paper back books, magazines, writing priviliges, furloughs, monetary and/or tokens for the commissary, etc., sports)
2. Diagnostic and prescriptive contracts written for the individual so that he is given a clear-cut indication of institutional expectations based on realistic testing,

and is aware of what he must do before release, and is shown that these contracts are binding on both the institution and him.

Recommendations

1. It is recommended that the Division of Corrections provide funding for adequate testing (mental, psychological, social, physical, etc.) so that an individual can have his future treatment and responsibilities put into a contract form which guarantees (as far as is possible) his release into society.

2. It is recommended that incentives be built into the correctional program so that inmates are motivated to achieve or come up to the expectations of society.

3. It is recommended that Black, Chicano, Indian, and other minority personnel be recruited on a far more extensive basis so that inmates can relate better.

Problem

There are a number of problems concerned with Personnel Practices.

Solutions or Alternatives

1. We need clear policies on salary schedules.

2. There needs to be a commitment (of a much greater extent than we are now aware of) to professional development.

3. Leave for professional or career development should be funded on a flexible basis.

4. There should be a simplified personnel handbook dealing with all or with any of these areas: rules and regulations from the state, departmental, or institutional level about items such as leaves, compensatory time, money for university study, availability of in-service training, human relationships (departmental responsibilities, for instance), etc.

5. More in-service or on-the-job training made practicable by using our own internal resource personnel.

Recommendations

1. It is recommended that there be a more thorough follow-up of the grant system through LEEP so that present employees can get degrees beyond the present junior college certificate or even the BS from college.
2. It is recommended that each institution come up with its own simplified handbook for new employees that can be utilized on a statewide basis with alterations through being put on the superintendent's agenda during their periodic meetings.
3. When an institution finds it needs consultive services, it is recommended that knowledgeable persons within the system be used much more than is now being done.
4. It is recommended that the salary structures be equalized and extended.

Problem

We find that educational practices are often arbitrary, much less than either perfect or practical, and sometimes not even geared to the needs of the clients.

Solutions or Alternatives

1. Widespread use of aides and paraprofessionals needed
2. Encourage business administrator majors, education administrators and/or supervisors (working on their PHD, Masters, or undergraduate seniors), and all those connected with elementary, secondary, or adult teaching (after they get their degree) to intern within the correctional setting.
3. Coordinate, in some degree, the curriculum between institutions, so that an inmate transferee between institutions, can continue his planned program of education.

4. Start pilot individualized instructional projects in as many institutions as possible, but make sure that some form of action research accompanies it so that follow-up reporting, and recommendations can be made with no penalty if, for some individual instructors, some particular program did not turn out to be successful.

5. An improvement of testing techniques and procedures with, perhaps, greater articulation between many different kinds of tests, so that the profile of the inmate is a more exact description of his abilities, skills, and capabilities.

6. Form a central materials center.

Recommendations

1. Because the state law at the present time does not classify correctional education as "public school" education, education interns can not get credit. Therefore, it is recommended that the Division of Corrections get an opinion from Attorney General Shevin as to whether Correctional Education is, or is not, within the purview of "Public Education." Should it be so considered, availability of grants from all sources should then be explored.

2. The use of educational aides should be encouraged; it is recommended that a system of qualifications and training be instituted with the help of the State Department of Education, which would lead to a recognized certificate stating that the inmate aide is a qualified paraprofessional.

3. It is recommended that items under Problem I be implemented with more complete testing, and educational prescriptions be made out for pilot programs in contracts and individualized instruction. It is further recommended that all students transferred between institutions be allowed to continue their education according to their original plan as soon as feasible.

4. It is recommended that large or very expensive equipment, such as TV or video tape be bought from state funds and kept at a central material center, where it could be made available to all the institutions.

5. We recommend that intra-disciplinary meetings be held at least twice a year so that all institutiions can benefit from this joint meeting.

Problem

Lack of coordination between Parole Board and Division of Corrections.

Solution

Get Parole Board to accept the recommendations of the institutions on matters of release or transfer.

Recommendation

Incorporate Parole Board into Department of Health and Rehabilitative Services.

Problem

Lack of guidelines for granting rehabilitative furloughs.

Solution

Establish procedures for implementing furloughs designed to enable inmates to:

1. Acquire jobs upon release
2. Earn money on furloughs
3. Establish and maintain family and community stability
4. Reduce homosexuality in the institutions
5. Increase motivation for rehabilitation
6. Acquire and maintain sense of community responsibilities.

Recommendation

Issue necessary guidelines from central office

Problem

Lack of implementations of existing directives and guidelines pertaining to record keeping of inmates' educational progress.

Solution

Clarify directives to ensure commonality of information on inmates' jackets and to build continuity of programs to aid in diagnosing inmates' problems.

Recommendation

Central office spot check existing jackets at the institutional level.

Problem

Lack of adequate provisions for continuing education of instructors.

Solution

Establish program for maintaining and improving professional competence.

Recommendation

Grant an educational leave of 2 months with pay for every 2 years of services plus in-service training by certified teachers for post-graduate and undergraduate credit.

PART VI

PROBLEMS SYNTHESIZED

The following eight statements are generally applicable to each correctional institution represented at the conference.

1. Typically correctional educators are placed without job orientation or training.
2. There is a dearth of guidelines for correctional educators.
3. There exists no discipline preparation for those who seek careers in correctional education.
4. Little, if any, pre-service or in-service training exists.
5. There appears to be no specifically defined goals for the total correctional system.
6. No statement of philosophy has been made by those responsible for educational programs.
7. Teachers are found by circumstance to become counselor/teachers.
8. There exists no inter or intra-institutional communications links.

The preceeding statements are numbered only for purposes of identification. The numbers do not infer a rank order. Each should be considered, by the reader, as being a number one priority insofar as importance is concerned.

PART VII

QUESTIONS FOR THOUGHT

A. How can educators encourage the following:

   1. Payment of inmates

   2. Education of employees--in-service

   3. Incorporation of educational concepts--academic, vocational, socio-economic, responsibility

   4. Rewards for competence (motivation)

   5. Recruiting for corrections (Legislation)

   6. Involvement of industry--cooperation

   7. Involvement of employment agencies

B. How can we as educators assist inmates to become self-sustaining as individuals?

   1. Develop marketable skills

   2. Influence individual to conform to behavioral standards of society.

C. What would be needed to establish a computerized data bank which would correlate all available individual inventory test (attitude, educational aptitudes, vocational aptitudes, vocational interest) to determine a profile for each inmate in his/her rehabilitation?

D. How can a "follow-up" program be developed to evaluate institutional programs?

PART VIII

HEINOUS CRIMES IDENTIFIED

The following list is a synthesis of the ten most heinous crimes as identified by the participants:

1. Murder (in any form)
2. Child abuse (in any form)
3. Rape
4. Assault

The above four were synthesized from the following:

Murder
Forceful Rape
Treason
Child molesting
Child abuse
kidnapping

Child Molesting
Murder for gain
Murder as livelihood
Rape, gang
Brutal assault of helpless
Bomb and arson result in personal harm

Child abuse
Conspiracy to violate the rights of inmates with force
Manslaughter (while intoxicated)
Conspiracy to start a war
Mental torture
Physical torture

Murder, premeditated
Child rape
Forceful rape
Child abuse
Murder, Second Degree
Aggrevated assault

Manslaughter	Drug pushing, hard	Indiscriminate and deliberate pollution	Kidnapping
Aggrevated assault	Kidnapping, murder, Forceful rape, child molesting	Genocide	Armed robbery
Armed robbery	Armed robbery	Involuntary servitude	Drug pushers
Arson	Contributing to delinquency	Premeditated murder	Hijacking (with violence)

PART IX

A SUGGESTED COURSE OUTLINE

Course: How to Find a Job

Needs for this Course:

1. Inmates need this knowledge in order to get a job (pre-release, parole, work-release, vo-hab, etc.).
2. Community has specific jobs available--but inmates usually do not know what these available jobs are, and often train for non-useful or non-available jobs.
3. The overall objective of the institution is to make a successfully functioning individual in the society to which he returns (Note: legal, etc.).

Place this Course into the Overall "Scope and Sequence" of the Institution Program:

There are many possibilities; each situation and institution would need to consider and apply as is fitting.

Possibilities:

1. Liaison course between the academic and vocational courses
2. Special course
   - A. Post-GED
   - B. Pre-release
3. Within another course
   - A. Social-adjustment course
   - B. Integrated with core subjects
4. Self-contained class for new students after orientation

Suggested Parts of the Course with Objectives for Each:

Course	Objectives
I. Making an inventory of A. Community needs B. Community resources C. Personal 1. Needs 2. Abilities 3. Capabilities D. Job 1. Requirements 2. Future growth	I. Given a newspaper, the student can select those want ads that apply to his skill level. II. List 5 agencies from the yellow pages of a telephone book from a metropolitan area that provide help in finding a specific job. III. Identify three industries or businesses in his selected community that employ those of your ability and capability. IV. Identify four community resources that provide further training or education. V. List three ways to identify sources of job demand in your community.
	(Societal Norms)
II. Personal growth	I. Given a selection of wearing apparel from a clothing catalogue, select an appropriate wardrobe for your occupation. II. Demonstrate suitable make-up and/or hair-style and/or head or body protection for your chosen job III. Produce a checklist of personal grooming and health habits that he considers necessary as preparation for his employment interview.

III. Communication Skills

I. Given an application form, fill it out with a minimum of mistakes and in a legible manner.

II. Write a resume

III. Conduct a personnel interview:

   A. As an applicant

   B. As a prospective employer

IV. Write business letters, using correct grammar, form, and legible writing:

   A. Applying for a job

   B. Requesting a recommendation

V. Demonstrate proper telephone etiquette:

   A. Asking for an interview appointment

   B. Asking for specific information about the agency or job

VI. Match an inventory of personal abilities and capabilities to certain job requirements and potentials

Test on the Part of the Course Dealing with Making Inventories:

Grading will be done on an informal basis through either small peer group discussion or student-teacher discussion:

1. Given this newspaper, you will select those advertisements offering you potential employment, considering your own needs, abilities, and capabilities.

2. Given this phone book, you will select five different types of agencies that could help you find a job. Identify by name, type (if possible), and address (including telephone number).

3. List from your memory three industries or businesses from your selected community that you either can or have contacted for a job because they afford employment for those of your abilities and capabilities.

4. Identify from any source(s) four resources that offer additional training or education. Indicate type and qualifications for entering such training or education.

5. List three differing ways of identifying sources of job demand.

PART X

INSTITUTE PROGRAM OUTLINE

FLORIDA INSTITUTE FOR CORRECTIONAL EDUCATORS

Conducted by
The Florida State University
Department of Adult Education

at the
Driftwood Motel, 1402 West Tennessee
Tallahassee, Florida

in cooperation with
The Florida Board of Regents
Mr. Sid Henry, Coordinator
and the
Florida Division of Corrections
Mr. Louie Wainwright, Director

Project Directors

Dr. George F. Aker, Head
Department of Adult Education
and
Mr. Franklin Semberger, Research Associate
Department of Adult Education

First Day	Monday--May 17
9 a.m.	General Session Film--"On Trial--Criminal Justice"
10:45 a.m. - 12 Noon	General Session Introduction and Assignments
1:30 p.m. 2:00 p.m.	General Session Introduction to Brainstorming
2:15 p.m. 3:00 p.m.	Group Discussions
3:00 p.m. 3:30 p.m.	Group Reports
3:45 p.m. 5:00 p.m.	Campus Tour

Second Day	Tuesday--May 18
9 a.m.	General Session Mr. Louie Wainwright, Director, Florida Division of Corrections--Introduction of Mr. Ellis McDougall Mr. Ellis McDougall, Director, Georgia State Board of Corrections--"Correctional Education--Past, Present, Future"
11:00 a.m. 12 Noon	Reaction Panel Dr. Vernon Fox Dr. George F. Aker Dr. Irwin Jahns Discussion by Participants
1:30 p.m. 2:00 p.m.	General Session G. Ray Worley Introduction to Participation Training
2:00 p.m 5:00 p.m.	Training Groups
7:00 p.m. 9:00 p.m.	Training Groups

Third Day	Wednesday--May 19
9:00 a.m.	Training Groups
1:30 p.m.	Training Groups

Fourth Day	Thursday--May 20
9:00 a.m.	Training Groups
1:30 p.m.	General Session Dr. Irwin Jahns Introduction to Social Systems and Change

Fifth Day	Friday--May 21
9:00 a.m. 12 Noon	General Session Dr. Irwin Jahns--"The Adoption and Diffusion Model"

Sixth Day	Monday--May 24
9:00 a.m. 12 Noon	General Session Mr. John Ricardo--"Yesterday's Man (film) Group Discussion with Dr. Pinnock and Mr. Ricardo
2:00 p.m. 5:00 p.m.	Groups--meet with custodial staff Remaining groups separated into interest areas: Conference Room: Dr. Irwin Jahns and Mr. Emmanuel Shargel--Philosophical Issues in Education Room 252: Inmate Literacy--Dr. Mildred M. Higgins and Mary Lisle King

Seventh Day	Tuesday--May 25
9:00 a.m. 12 Noon	Groups--meet with custodial consultants Philosophical Issues in Education--Mr. Emmanuel Shargel
1:00 p.m. 5:00 p.m.	Poolside study hall, or ?

Eighth Day	Wednesday--May 26
9:00 a.m. 10:30 a.m.	General Session Dr. Thomas Phelps--"Knowledge of Self for Effective Teachers"
10:45 a.m. 12 Noon	General Session Dr. Vernon Fox--"The Uniqueness of the Prison Inmate"
1:00 p.m. 2:30 p.m.	General Session Dr. George F. Aker--"Uniqueness of the Adult Inmate as a Learner"
3:00 p.m. 5:00 p.m.	Dr. Thomas Phelps (continued)
Ninth Day	Thursday--May 27
9:00 a.m. 12 Noon	General Session Dr. Thomas Phelps--"Delinquent Behavior and its Relations to Adult Inmates"
1:00 p.m. 5:00 p.m.	Group discussions
Tenth Day	Friday--May 28
9:00 a.m. 10:15 a.m.	General Session Dr. Mildred Higgins and Mrs. Kathleen Traywick--"The Teaching-Learning Environment"
10:30 a.m. 12 Noon	General session Mr. Dave Bachman, Mr. H. A. Parsons and Mr. Jim Barringer--"The Central Office-Its Functions and Problems" and "The Florida Community Correctional Centers"
Eleventh Day	Monday--May 31
9:00 a.m. 10:30 a.m.	General session Dr. George F. Aker--"The Development of Proposals for Funding by Federal Agencies and Private Foundations"
10:45 a.m. 12 Noon	General session Mr. Kenneth Palmer--"The Role of the Governors Council on Criminal Justice"
1:00 5:00	Group discussion with inmate consultants

Twelfth Day	Tuesday--June 1
9:00 a.m.	General session
12 Noon	Dr. Truett A. Ricks--"Instructional Systems and Technology"
1:00 p.m.	General session
5:00 p.m.	Dr. Truett Ricks--"Instructional Systems"

Thirteenth Day	Wednesday--June 2
9:00 a.m.	Group discussions
10:45 a.m.	General session
12 Noon	Truett A. Ricks--"Instructional Systems and Technology"
1:00 p.m.	Tour of Federal Correctional Institution
5:00 p.m.	

Fourteenth Day	Thursday--June 3
9:00 a.m.	
10:30 a.m.	Group sessions
1:30 p.m.	Mr. McCarty--The Sumter EMI Program
5:30 p.m.	at work

Fifteenth Day	Friday--June 4
9:00 a.m.	
10:30 a.m.	Evaluation
10:45 a.m.	Mr. Dave Endwright--"The Role of the
12 Noon	Teacher in the Florida Division of Corrections"

PART XI

COMMENTS ON CORRECTIONAL EDUCATION

Comments on needs

The correctional profession is suffering severe manpower shortage. In some phases of this work the number of personnel should be greatly increased. Sullivan has pointed out that large staff turnover is a serious personnel problem (23). Furthermore he found that correctional institutions face many financial difficulties.

Harris and associates (11) conducted a survey to find how the public viewed corrections. Their survey revealed that the public feels society has not dealt successfully with the problem of crime. Less than one-half (48%) feel the main emphasis today is on rehabilitation. Seventy-two percent feel this should be the primary emphasis. Also Harris found that the public feels that not enough help is given those who are released from prisons:

(1) in obtaining psychiatric help when it is needed;

(2) in finding a place to live;

(3) in keeping out of trouble;

(4) in obtaining training for useful work;

(5) in obtaining decent employment.

This survey delineates the need for change and yet, the same people do not want to pay for it. Fifty-nine percent are not willing to raise taxes for improved correctional rehabilitation programs.

Inmates should be shown that a prison sentence is more than just time served. They should be helped to develop and pursue vocational training. Correctional institutions should take more seriously their responsibility in rehabilitation through education, job training, and later job-placement.

In an Oklahoma survey conducted in 1966 (16) it was revealed that 54.3 percent of the male inmates had no occupation or listed their occupation as laborer.

Education and training are needed and yet, voluntary participation is frequently quite low. Glenn cited two reasons given by adult male and female inmates for non-participation in the correctional educational program; first, courses offered did not suit needs (53.22%), and the quality of the instruction was poor (14.52%) (10).

Correctional institutions concerned with rehabilitation must build their educational programs around the social and vocational needs of their clientele. Such programs need qualified counselors to help guide offenders in educational and vocational plans. A placement program should be an integral part of each institution. The literature reveals that effective placement is a positive strength in a number of correctional settings.

Education within the prison system is essential. Glenn found a correlation between inmates who participated in educational programs during confinement and their success after release. His study indicated less recidivism among such inmates as well as less dependence upon public aid (10).

Society demands increasingly complex skills from those who are competing in the work force today. Frequently, correctional vocational and occupational training prepares inmates for low priority skills or in skills that modern technology is eliminating.

> Many correctional vocational or work supervisors reflect the attitude that anything that keeps the inmate occupied is good in itself and that training inmates in skills directly related to the needs of private industry is an expensive and expendable frill (15).

However, education and vocational training are not enough. There are many social needs inherent within each inmate. In order to make the necessary adjustment upon their return to free society an emphasis must be placed upon resocialization. Wilkinson (26) listed a number of social needs to be included in an educational program:

(1) social attitude--respect for authority;

(2) self-control;

(3) development of good health and work habits;

(4) earning a living and living within one's earnings;

(5) moral and spiritual values;

(6) good use of leisure time;

(7) providing and managing a home.

Inmates are most interested in vocational and trade training. It is the job of the skilled and well trained teacher to work with the counselor, other teachers, psychologists, and custodial officers to develop an environment in which work, training and social adjustment develop as a total program in the life of the offender while he is within the walls of the correctional institution.

Correctional education in the United States is a patchwork of programs and philosophies. Many programs attempt to transfer a public school program into an institutional setting. Others see academic education or vocational education as the cure-all for rehabilitation. Still others are groping in an attempt to find a unified program which will blend vocational training, academic education and multiple attempts at resocialization into a coordinated and comprehensive program which will have marked success in rehabilitating offenders.

Many correctional institutions assign inmates with low educational achievement scores, as determined by performance on a reading test, to a mandatory basic education program. This becomes a part of their "job" assignment program in prison. Classes may vary from those taught by inmates to those taught by qualified, state-certified teachers. One method used is the Laubach literacy method, which has met with worthwhile results. In most instances the purpose is to provide education which will assist inmates in their basic adjustment in the "free world" and to help them obtain essential skills for engaging satisfactorily in social living. Perhaps an underlying philosophy is the concern to instill entry level employment skills in order to be self supporting. One study noted that as many as 60% of the men in prison are classified as laborers. Thus ABE is conceived of as having benefit to inmates as well as society.

Contemporarily rehabilitation is receiving greater emphasis than at any other time in history. The goal of confinement is to help the individual develop new skills, new attitudes and greater self-understanding. The hope is that these changes will enable one to find a place in society and become a positive contributor. According to Beadle (3) the "new look" at the period of incarceration is not just punishment but treatment.

Hitt (12) has stated that there is a need for a rational and scientific approach to correctional methodologies. What processes do bring about behavioral change in individuals? How can such procedures become a part of the present prison system? These and similar questions must be asked and answered in present day correctional settings.

The focus in correctional education is organized into three areas; academic, vocational, and social education. Social education is concerned with attitudes and values. Bowyer stated three points as the main purposes of education:

(1) to provide a general educational background;

(2) to equip the individual to earn a living;

(3) to create a desire within the individual to conform to the mores of society (4).

This era in rehabilitation through correctional education with an academic approach is an effort to create a positive outlook and to enable the offender to become a contributing member of society. The emphasis is on the development of the potential capacities of the inmate based upon abilities as well as interests.

Glenn reported that the intellectual ability of inmates is not markedly different from the general population in regard to intelligence; however, inmates were educationally deficient (10). In describing a profile of today's inmate Collins (6) further pointed out that 95 percent of all prisoners are male; two-thirds of the prison population are less than 35 years of age; a significant number come from broken homes; and in addition most adult prisoners are school dropouts.

An MDTA bulletin (15) described the majority of those with whom corrections deals as "the uneducated, the irresponsible, the unpersonable, the misfits, the socially alienated." They need opportunities to be retrained and retaught! The purpose of the correctional apparatus should be to retrain and rehabilitate yet, according to the findings of this same bulletin, the custody of criminals is the major objective with an emphasis upon a penal system and not a correction system effectively enabling an offender to return to society through newly acquired skills.

There is apparently a dichotomy in corrections today. On the one hand, there is the concept of rehabilitation through training and education within the penal setting. In actuality, according to several writers, punishment and isolation behind thick walls, locked doors, and a lack of retraining is more correctly the picture of prison life in the present age.

The President's Commission of Law Enforcement and the Administration of Justice made a recent study of America's system of criminal justice. It has found many deficiencies in the present system. It refers to the isolation of the correctional apparatus stating:

> it is isolated from the public partly by its invisibility and physical remoteness; partly by the inherent lack of drama in most of its activities, but perhaps most importantly by the fact that the correctional apparatus is often used--or misused--by both the criminal justice system and the public as a rug under which disturbing problems and people can be swept (15).

Comments on history

The year 1930 was pivotal in correctional education. Writing in 1929, MacCormick (13) stated:

> The sterility of the educational program of our penal institution is chiefly due to one, many, or all of the following things: the inherent difficulties of the situation, low aim, narrowness of scope, failure to relate education to life and to relate the various types of education to one another, failure to cooperate with outside educational agencies, inadequate financial support, the apathy or hostility of institutional officials, inexpert direction and teaching, poor facilities, poor texts and supplementary material, and poor libraries.

To MacCormick, education was not the panacea of prison reform, but was one deficiency which could be readily removed. He noted that many adult inmates were illiterate and that nearly seventy-five percent have gone no further than sixth grade. According to MacCormick, this condition represented a tragic failure. Many correctional systems had some educational opportunity, but most programs were only a token effort to comply with state laws. Teachers were largely fellow inmates. Vocational training was almost non-existent except in relation to maintenance of the institutions, with reformatories providing some additional training patterned after trade schools. Two glaring weaknesses cited by MacCormick were inadequate libraries and lack of competently trained educators to staff the program.

Several events changed the focus and direction of correctional education. In 1930, the first nationwide survey of education in prisons and adult reformatories was made by the National Society of Penal Information, under a grant from the Carnegie Corporation through the American Association for Adult Education. At about this same time, a complete reorganization of the Federal Prison System was in process. Education and library services were given a prominent part in the Federal reorganization, and provision was made to hire trained personnel to implement these programs. In addition, a commission was set up in the state of New York to study prison administration, which resulted in a complete modernization of the state's program of correctional education. A standing committee was established by the American Prison Association to give increased emphasis to education in its annual Congress.

MacCormick in 1936 reported that the twenty-four reformatories for men and nineteen reformatories for women had educational programs. Of the seventy-five state and Federal prisons, all but a dozen carried on some educational work, with half of these in Southern prisons. In the South there was some effort to eradicate illiteracy. Correspondence study was predominant but it was largely an uncoordinated effort, with the prisoners assuming any costs. Non-completions were the rule. Federal prisons tended to set the pace in progressive efforts of correctional education, with Atlanta and Leavenworth leading the way. State institutions were slow to follow, primarily because of the lack of funds. New York and California were the forerunners among the state institutions in providing progressive correctional education programs.

The progress of correctional education is indicated by the chart cited by Francis J. Coty from the work of Dr. Carlton H. Bowyer in 1958 (4).

BEGINNING OF PRESENT PROGRAMS IN PENAL AND CORRECTIONAL INSTITUTIONS

Date of Beginning	Academic	Vocational	Social
1900-09	3	1	0
1910-19	5	1	0
1920-29	9	3	1
1930-39	23	17	11
1940-49	53	33	25
1950-58	53	56	51

Atwood (1) estimates that in 1965 there were 363,000 adult prisoners in prisons and reformatories throughout the United States. He also indicates that there are approximately 121,000 people employed in corrections, for whom in-service education is a potentially valuable adult education activity. Of this number less than 20% had treatment and rehabilitation as their primary assignment. Teachers in correctional settings were included in the 20%.

Comments on training

Occupational training is one of the most valuable means of helping inmates adapt to the process of "getting along in the community" (22). Sard has pointed out that placing inmates in jobs after leaving the correctional institution should be a primary objective of training programs. A prior objective, however, must be to get inmates to consider working in the first place.

Job training is vital to the successful re-entry into free society by an offender.

> Young adults entering the labor market from jail are likely to be excluded from a choice of good jobs primarily because they are non-white, poorly educated, culturally impoverished and different, and secondarily because they have criminal histories and jail records. This is the perspective from which a job developer should work (15).

Pownall found in 1965 some employment problems of released prisoners (18). The following observations were made:

(1) 62.6% releases were full-time employed;

(2) Age related to employment status;

(3) Lowest rate employment among 34-44 age group;

(4) 2/3 of the released prisoners who were employed were working on unskilled, low-wage, semi-skilled jobs;

(5) Higher rates of unemployment was greater for inmates with higher number of previous crime involvements;

(6) Education generally positively associated with post-release employment status. Rates of unemployment decreased as amount of education increased;

(7) Those possessing skills upon release are more likely to hold full-time jobs.

Occupational training can play an important role in restoring an ex-prisoner to society as a productive member. It contributes to a reduction of recidivism.

Several approaches have been followed in training inmates for job skills. Classical approaches train men in relation to the ongoing maintenance of the institution. However, some systems operate trade oriented classes which specifically prepare men for employment opportunities upon release. A third approach mediates between the other two, namely, employing and training men in prison industries which produce materials consumed by the institution and other state institutions (most states will not permit a prison industry to compete in the free market).

Increasing attention is being turned to the practice of offering classes which prepare inmates specifically for entry employment upon release. Although it is impossible to isolate trade skill training from the total impact of rehabilitative influences within the institutions, several studies indicate that there may be a high correlation between the recidivist rate effective trade skill training coupled with improved parole placement. E. E. Bauermiester (2) reports that the parole success for males who benefited from an effective vocational program was 80.83% as contrasted with a general recidivist rate of 65-70% in most jurisdictions. He infers that a comprehensive vocational training program contributes significantly to a lower recidivist rate, but acknowledges there is room for further research.

No area of correctional education has been more open to innovative programs than the area of vocational training. Many programs have been instituted due to the direct relationships between training and subsequent employment. Some of the courses offered are: I.B.M. Key Punch Operator training; data processing; sewing machine operation; microsoldering technicians; dental technician; optometry technician; electrical repair. More conventional courses include: baking, meatcutting, barbering, shoe repairing, floriculture, journalism, printing, machine shop, operation, and welding. Albert R. Roberts (20), who reported the above listed activities, also acknowledges a need for continued research to determine the relative effectiveness of these type programs for rehabilitation.

Speaking to the larger concern of providing vocational education and vocational counseling in solving society's needs, Wellington C. Howard indicates that the larger community has a stake in trying to successfully retrain and employ the ex-inmate. He states that industry and society must overcome the tendency to reject the inmate. A total effort will require communication, innovation, and close dynamic cooperation between industry and vocational education in order to resolve societial problems and meet industry needs.

Comments on personnel

One of the biggest social problems of the day revolves around the question concerning adequate, well trained men and women to aid in the rehabilitation of offenders in the correctional system. There is a need for in-service training for every group involved in working with the rehabilitation of the public offender. Cooperation between the staff at all levels is vital to a successful program. The channels of communication between the custodial officers, the counseling center, the prison psychiatrist, the educator, the recreational program directors as well as the prison administrators needs greater emphasis in most correctional settings. The need for such communication linkages cannot be stressed too strongly. All correctional personnel must be taught how to help develop such linkages.

Brewer (5) has found the training of correctional, probation and parole personnel to be highly inadequate. Efforts should be made according to a systematic plan of education to meet needs. Some proposed methods included: on-the-job training, institutes, as well as formal higher education. Program phases, according to Brewer, would include:

(1) Content and instructional methods development;

(2) Direct training;

(3) Employee self-improvement;

(4) Improved salaries and advancement opportunities;

(5) Intern program, research and evaluation, joint planning and several categories of training project personnel.

The MDTA reported that there is a need to up-grade personnel with more emphasis on in-service training and staff development. Personnel all too frequently are afraid of change. There is a preference for routine thinking, and for doing the job as it has always been done.

Comments on tensions

In a correctional setting, tension and conflict usually prevail between inmates and the correctional staff. Second only to such conflict is the tension which exists between personnel charged with custody and the personnel charged with treatment.

This problem is compounded by the relative numbers in each group (approximately 80% are in custody; 20% in treatment), and the duration and kinds of contacts each segment of the correctional staff has with inmates. Custodial officers are generally employed from the community surrounding an institution and frequently have a high school education or less. The treatment staff is usually composed of college graduates who come to their position from a different cultural background.

Probably the most persistent administrative problem confronting modern corrections is how to resolve the tension and conflict that exists between the divisions of custody and treatment. This question is relevant for correctional educators because they automatically are identified with the professional group, even though some of them may come to identify with the norms of the surrounding community and may adopt the norms of the custodial officers.

One administrator addresses the problem directly. He contends that inmates can be helped only as the total staff works cooperatively together within a general framework of understanding. Harold Novick (17) has written:

> Variety and insecurity in staff, differences in background and skill, as well as resistance to change can give rise to many conflicts thus making it impossible to present a more united front so necessary to our treatment goals.

Novick further writes that

> Staff must demonstrate respect for each other as human beings. They must be cognizant and respectful of differences in role. They must be able to communicate feelings and ideas to each other and in accordance with agency's structure. They must be flexible and secure as well as completely identified with agency's purpose and goals if we are to offer delinquent youth a healthier kind of family as well as relationships with adults.

Above all, the treatment staff must come to know and understand the feelings and position of those charged with custody. The treatment staff has an analogous relation to inmates as a grandparent does to a grandchild. The treatment staff can almost choose their time for relating to inmates, then relegate behavioral problems to those charged with custody and walk away. Conversely treatment officers feel that their efforts toward rehabilitation can be quickly destroyed by an insensitive and emotionally unfit custodial officer.

Many have recognized the need for providing in-service training for custody officers as part of an overall plan to improve efforts toward rehabilitation. In a survey by Coty, 40% of those responding identified the relationship between custody and treatment personnel as a continuing problem. When a group of correctional educators were surveyed, they identified this problem as one of importance to them and recommended that it receive 40% of available time for discussion in a workshop.

Another relationship that is becoming more prevalent is the cooperation of the professionally trained staff as members of a diagnostic and treatment team. Fisher and Mopsik (8) advocate a program which would evaluate each inmate and prescribe an instructional program tailored to specific needs. They envision a team composed of an educational diagnostician, an educational psychologist, an academic diagnostic specialist, a vocational diagnostic specialist, a psychological social worker and supporting staff. In a realistic vein, the authors note that this idealistic program may be abridged because of lack of funds. However, they contend that an enlightened administrator may be able to develop a program using this basic design within the framework of his present staff and facilities.

Clearly, the trend in the field is toward such a treatment team approach. However, this movement may progress slowly, dependent on the degree to which trained personnel needed to implement it enter the ranks of administration and to the degree operational funds become available.

Summary

There is a growth in correctional education which is apparent in new programs, an increase in inmate participation in such programs, and in more qualified personnel directing the programs. The major obstacles according to Bowyer (4) are lack of public empathy and understanding as well as a lack of financial aid to implement these new ventures. The public must be made aware that if correctional education is to succeed in rehabilitating many offenders it will require additional personnel, more financial assistance, and the willingness of the community to help the offenders in readjustment to freedom.

Most offenders return to society. There are few executions or life sentences today. Since this is true, it is necessary to work even harder within the correctional setting to produce useful citizens upon release.

The criminal returns with two handicaps (unless the institution has done its job)--the lack of occupational skills as well as a criminal record. Glenn (10) stated that if inmates are released with no applicable skill, they return to a life of occupational misery and economic distress which is a prime cause of recidivism.

Inmates desire jobs which offer permanence and security. They want to be able to look forward to a stable future.

> The man without education or vocational skills has little with which to barter in the labor market of our complex society. Lacking knowledge or skills, he may turn to crime as a means of livelihood.

Research by Glaser (9) has pointed to the importance of education for the offender. Participation of three or more years in the educational program show lower inmate recidivism than their nonparticipating inmate counterparts.

A good correctional program of rehabilitation must place equal emphasis upon several important phases of the offenders retraining needs; education and training; work experience; and helping him develop good social adjustment.

As Hitt (12) has pointed out, the Federal correctional system has journeyed a long way in the last fifty years from punishment to custody to treatment. The emphasis in treatment has come to be training in job skills and educational advancement based on the individual needs of the inmate. Entering a "marginal man" and leaving a "productive man" within society is the goal of correctional education.

Trends

There is an increase in public interest in the legal offender. It is important to decrease the fear of the community toward the ex-inmate and help to develop a program within the community concerning work-release.

There is a trend toward handling a majority of offenders through such programs as probation, parole and halfway houses. There is a move toward group type treatment programs. A number of states rely heavily on diagnostic centers; however, there is a shortage of professional personnel in the correctional system to follow through the diagnosis of the needs of each inmate. Inmates can be grouped based on diagnostic procedures as well as the type of offense committed.

There is a strong belief today that peer group pressure may be useful in treating offenders. More experimentation is being done through settings such as forestry camps and residential centers (especially for adults), therefore, allowing for individual treatment.

It is realized today that institutions do not prepare inmates for their return to the community, thus treatment centers or halfway houses may become an important part of the correctional system and not merely a trend.

There seems pervasive, trends toward complete programs of resocialization of inmates. The theory undergirding this type approach would permeate all phases of a criminal justice program, beginning in police departments at the time of arrest and culminating in parole or post-release supervision and counseling. Thus each segment of the correctional process could reflect a similar philosophy which would be geared towards alleviating or eradicating those personality characteristics which dispose a person towards anti or asocial acts. This concept would have obvious ramifications for correctional education. In fact, the total process of corrections would be a comprehensive educational project, and the segments traditionally apportioned to correctional education through academic and vocational education would play a prominent but not exclusive part. It would be consistent with current emphasis of a systems approach to resolving problems. The total system would be considered, and the activity and efforts of each segment could be tuned to or coordinated with all other segments.

This concept is probably the cutting edge of the field of corrections and has broad implications for those who are involved at present in the more narrowly defined field of correctional education.

Trends delineated

1. Toward a diagnostic team approach in evaluation, placement and planning of individual study programs.
2. Toward more programmed instruction.
3. Toward more comprehensive vocational training and supervised community placement on jobs.
4. Toward more research in correctional education.
5. Away from sole reliance on academic and vocational education as the primary vehicles for rehabilitation toward a broader-based concept.

6. Away from separating custody and treatment toward a unified approach pointing to resocialization of the inmate.
7. Toward more superintendents with backgrounds in social sciences and smaller numbers of these men coming up through the ranks in the custody division.
8. Toward more in-service training of all correctional officers, especially those involved in custody.

Suggestions and recommendations

1. There is a need to take advantage of the opportunity of relating work, training, and social adjustment;
2. Incentives or the presence of effective reinforcers (freedom and money) should be evaluated.
3. Education and training programs of the future should emphasize the responsibility of correctional leadership to correct public views where it is wrong and to help develop positive attitudes to replace hostile or neutral ones.
4. There is need for greater public support and a better public image of the correctional setting as well as the offender.
5. Through public orientation the offender needs to be seen through the environment that produces him as well as the causes that brought about his offense.
6. As a positive image is created of the field an emphasis upon recruitment and education of needed personnel is important. The field needs to be professionalized.
7. Universities and the correctional fields should develop a multidisciplinary curriculum for training professionals to work in the field of corrections.
8. Contributions can be made to the field through more involvement of the university in training, research and innovative demonstration concerning correctional needs within the present system.
9. More help is needed by inmates in making definite educational and occupational plans.
10. Efforts should be made to breakdown the stereotyped view potential employers have of ex-prisoners.

11. Ex-offenders need the continuing supportive services of counseling and social services once they are out on their own. At the same time there should be an attempt to reduce the offender's dependence upon the correctional system.

12. New legislation is needed concerning government agencies and their employment of the ex-inmate. This "cultural lag" is an obstacle to employment. How can employers of private business be expected to hire ex-inmates if government doesn't.

13. More emphasis should be placed upon post-release adjustment programs. Inmates once released, need aid in the transitional period from prison to a free society. Inform the public of these results.

14. Each institution's personnel should be aware of the job market that serves the inmate (i.e., what jobs are available, etc.). Vocational training programs should be planned in accord with these needs.

15. The educational and custodial staff should develop clear lines of communication and support for the work of each other.

16. Classification methods upon entrance at the correctional institution should be used in helping the inmate plan realistic educational objectives while in prison. A weekly follow-up session with the counselors could be helpful.

17. Effective methods should be used for evaluating achievement of objectives.

18. A more effective counseling and guidance service is needed.

19. Greater participation by inmates in the existing educational programs is a need.

20. Inmate participation in education should be emphasized by custodial as well as educational personnel.

21. The establishment of smaller institutions with more diversification. Example: drug centers, alcoholic centers, etc.

Conclusions

We are living in a time when the changing job structure of our economy demands more training, more highly developed skills and more technical workers. The emphasis in corrections should be upon motivation, education, and a fair chance to participate in a respectable job within the economic framework.

There is a great need for change in the present system. In a quote from the Report of the President's Commission it is stated,

> "The increasing volume of crime in America establishes conclusively that many of the old ways are not good enough. Innovation and experimentation in all parts of the criminal justice system are clearly imperative."

The public is aware of the re-entry problem for those convicted of crimes, yet, there is an undertone of uneasiness, of hesitation. If correctional rehabilitation is to succeed, an individual must feel accepted by the community to which he returns.

No correctional system can cure crime as long as its roots lie in slum living, poverty and joblessness and these continue to exist. CHANGE is necessary on several fronts. There is no simple, uncomplicated answer. Offenders are examples of "marginal men" in society. Is it possible to rehabilitate one in a correctional system without rehabilitating society?

Within the correctional setting there is a need for education and training. The present programs must be expanded to reach more inmates. Present programs reach only a minority. Teachers and materials need to be upgraded. The average age and length of sentence of inmates provide enough time for him to obtain considerable education and occupational upgrading.

One of the answers to crime lies in more and better education for the public offender. They need exposure to meaningful training programs while they are in prison. It is difficult to break out of the old syndrome of poor education, lack of skills, and sporadic employment experiences. The correctional system breaks down all too often in not providing the necessary help to reach an employment goal that is realistic for the offender in his particular circumstances and situation.

Greater cooperation at all levels within the correctional system is essential. A united approach by local, state, and Federal agencies is coming to the forefront in the efforts exerted to rehabilitate the public offender. We are living in a rapid age of change. This should be an impetus upon which to build for a better future in the field of correctional education.

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